REPORT RESUMES

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INTER-UNIVERSITY FILM PROJECT--DEVELOPING TITLES, PLAN OF UTILIZATION, AND PLAN OF EVALUATION FOR A SERIES OF PROBLEM-CENTERED, OPEN-ENDED FILMS TO BE USED IN TEACHER TRAINING.

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INTER-UNIV. FILM GROUP
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PRIMARY GOAL OF THIS PROJECT WAS TO SELECT THEMES FOR A SERIES OF 20 TEACHER EDUCATION FILMS FOCUSING ON REALISTIC TEACHING PROBLEMS, BUT OFFERING NO SOLUTIONS. OTHER GOALS WERE TO DEVELOP FILM UTILIZATION AND EVALUATION PLANS. AN ACCIDENTAL SAMPLE OF UNDERGRADUATE EDUCATION STUDENTS, COLLEGE EDUCATION PROFESSORS, AND PRACTICING SCHOOL TEACHERS RATED 60 TEACHING PROBLEMS ON A FORCED-CHOICE, THREE POINT INTEREST SCALE. THEY ALSO GAVE SUGGESTIONS TO INTERVIEWERS ABOUT THE FILM PROJECT. A FINAL LIST OF PROBLEMS RANKING HIGH ON INTEREST, INSTRUCTIONAL MEANINGFULNESS, AND REALISM WAS SELECTED, AND A 10 POINT UTILIZATION AND EVALUATION PLAN WAS OUTLINED. (LH)

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DEVELOPING TITLES, PLAN OF UTILIZATION AND PLAN OF EVALUATION FOR A SERIES OF PROBLEM-CENTERED, OPEN-ENDED FILMS TO BE USED IN TEACHER TRAINING.

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INTER-UNIVERSITY FILM PROJECT

Stimulus Films for Teacher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTER-UNIVERSITY FILM PROJECT:

DEVELOPING TITLES, PLAN OF UTILIZATION, AND PLAN OF EVALUATION FOR A SERIES OF PROBLEM-CENTERED, OPEN-ENDED FILMS TO BE USED IN TEACHER TRAINING

Report of a Project

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Defense Education Act

-- In Cooperation With --
Teacher Education and Media
Project, AACTE.

by

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Foreword

The project described in this report was supported by contract #OE-4-16-017 with the U.S. Office of Education under the provision of Title VII of the National Defense Education Act.

The work and thought of many people is reflected in this project and report. The contributions and cooperation of the members of the Inter-University Film Group, listed on the previous pages, have been a vital factor in the success of the project. Mr. Patrick Dalton, a graduate student at the University of Missouri at Kansas City and an experienced teacher, has contributed greatly in identifying and formulating problems used in the survey. Mrs. Betty Kochan, Project Secretary (and also an experienced teacher), has gone far beyond her normal duties in contributing ideas for problems and in helping to coordinate the many phases of the project.

We have many School of Education deans to thank for the active interest they initially took in the project. In this sense, we owe special thanks to Dr. Hugh W. Speer, our own former dean.

David Gliessman
Don G. Williams

July 28, 1965

MEMBERS OF THE INTER-UNIVERSITY FILM GROUP

The Inter-University Film Group consists of participants from eight universities, including The University of Missouri at Kansas City, and The American Association of Colleges for Teacher Education. The following individuals have been members of the Film Group in this first phase of the total project.

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INTRODUCTION.

It is the expectation of those of us who are teacher educators that our students will eventually apply the concepts and understandings we have taught them to the actual task of teaching. Educational psychologists, for example, naturally hope that prospective teachers will conceptualize classroom problems in psychological terms. Further, we hope that they will make use of these psychological concepts in the decisions they make as teachers. In the most general sense, we hope that the teachers we train will make decisions on the basis of more valid sources of information than common sense or the off-hand advice of other teachers.

Unfortunately, the terms "hope" and "expectation" pretty well define the level of confidence many of us have that teachers will generally apply these concepts and understandings. In teacher education, as in the training of other professionals, there can be a wide gap between theory and practice. It should be a primary task for us to find ways of "bridging" this gap, and to be able to demonstrate that we have done so.

Now, what we as educational specialists know about the transfer of learning should suggest ways of doing this. Many of us have insisted for a long time that students learn to write not by learning the rules of grammar alone but by actual practice in writing clearly and concisely. As another example, we have emphasized that students learn to be "democratic" by being given an opportunity to "behave democratically." In other words, we have believed, and taught others, that academic skills are most likely to become truly functional and useful when they are learned and practiced in realistic settings. The same, of course, should be true in the education of prospective teachers.

There have been a number of ways in which teacher educators have attempted to arrange these conditions--that is, to provide a realistic setting in which concepts and understandings can be learned and applied. One of the most significant of these has been the attempt to arrange observation or intern experiences prior to the actual experience of classroom teaching. In different programs, students have been required to observe and participate in school classrooms, have served as "teacher aides," have done volunteer group work in social agencies, etc.[1] There is much to be said for such direct experience; no simulated experience can quite capture the atmosphere and complexity of the real situation. However, some who have tried to arrange this kind of direct experience have felt that it presents some time-consuming and difficult administrative problems. This is particularly true in larger institutions. As one of our conference participants has put it, "In an institution of our size, providing laboratory experiences in real situations is a baffling problem."

Students who observe or participate in such direct experiences are necessarily scattered over a number of different situations. As a consequence, they have often neither seen nor done anything in common. Now, for certain instructional purposes, such diversity of experience can be of real benefit. However, for other purposes this diversity of experience presents some difficult problems. For example, when the instructor wishes to bring certain concepts or understandings to bear on a single problem in teaching, the lack of a common experience is clearly a disadvantage.

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[1] Barnes, D. L. "Changing Emphases in Teacher Education," Journal of Teacher Education, Volume II, 1960, pp. 343-344.

A second way of adding a degree of "realism" to teaching has been the extensive use of certain more or less simulated approaches to learning. The printed case study, the use of instructional films, closed-circuit television, and role playing are some of these techniques. With these techniques, the instructor has the advantage of a common stimulus or experience on which analysis can be focused, as well as the advantage of greater efficiency. There is some evidence that for certain purposes such vicarious experiences are at least as effective as direct experiences.[1]

As a basis for the present project, several of us have developed an instructional medium and technique that we feel can be a significant contribution to the education of prospective teachers. Specifically, we feel that it can help make the content of educational psychology and of other areas more applicable and useful. Essentially, this technique consists of a specially designed film that can be used as a basis for a variety of instructional methods: discussion, role playing, self-instruction in small groups, and analysis and decision-making. The films are designed to be problem-centered and open-ended. Each film will briefly pose a problem that might realistically occur in classroom teaching. After portraying the development of the problem situation, the film ends with the problem unresolved. Each problem portrayed is to be relatable to significant concepts or information from the general area of educational psychology; of course, it may be related to the content of other areas in Education as well. The film should provide an opportunity for the instructor and students to bring concepts and understandings to bear in making decisions about realistic teaching problems. It is our intention to prepare an instructional guide to accompany the series of films. This guide may include suggested references for reading, important questions and considerations for discussion, and directions for the use of the film in role playing or self-instruction in small groups.

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[1] Fulton, W. R. and O. J. Rupiper. "Selected Vicarious Experiences Versus Direct Observational Experiences of Pre-Service Teachers in the Foundation Areas of Professional Preparation at the University of Oklahoma." Report of Research Project, New Educational Media Branch, U. S. Office of Education.

The pilot film for this group, "Backfire," has been produced, and has been in use for approximately two years. Many of us have found it to be an extremely useful instructional aid. In a variety of courses and instructional situations it has been found to be motivating and realistic. It has been used successfully as a stimulus for decision-making, for interpretation and analysis of teaching and learning, and for the application of concepts from educational psychology and other areas.

These proposed films and the film-instructional technique promise to be a useful aid in helping prospective teachers to apply the concepts and understandings that they have learned to actual teaching problems. In short, we hope that it will be one means of "bridging the gap" between theory and practice in the education of teachers. As a final step in this series of projects, we plan to evaluate the success with which this film-instructional technique achieves this important goal.

PURPOSES OF THE PROJECT.

The primary goal of this project was to select the problem descriptions or themes for a series of twenty open-ended, problem-centered films for use in undergraduate teacher education. Secondary goals of the project were to develop tentative plans for the utilization of these films, and to develop some initial ideas for evaluating their effectiveness.

At the first planning conference of the Inter-University Film Group held in Kansas City on September 11-13, 1964, a number of criteria were considered for the format and content of the films that would be produced. Six criteria were finally agreed upon by the group. These criteria describe the nature and purpose of the proposed films. They are as follows:

1. The films should be problem-centered and open-ended. Essentially, they should provide a stimulus for thought and discussion. They are not intended to demonstrate or illustrate the application of specific concepts or skills.

2. The films should be brief, in order to be useful in a class period of typical length. Ideally, they should range from five to ten minutes in length, although some may be somewhat longer.

3. Each film should present a discrete problem situation that is realistic (in the sense that the situation might actually occur in a school setting) and genuinely problematical (in the sense that no single decision or solution is obvious).

4. The problems portrayed might range from dramatic, critical incidents to rather subtle, "low-key" problems. Some of the situations portrayed might be complex, some quite simple.

5. The problems selected should be relevant to some aspect of the content of educational psychology, defined in its broadest sense; the problems should be relevant to concepts or information that have significance and generality.

6. An attempt should be made to select and portray problems that occur at varying grade levels, in different kinds of schools (at different socio-economic levels, for example), in different subject areas, etc.

SPECIAL ASPECTS OF THE PROJECT.

In addition to the nature of the proposed films themselves, there are two other somewhat unique aspects of the project that seem worth commenting on. The first of these is the inter-institutional, cooperative nature of the project; the second is the empirical basis for selecting the problems to be developed into films. Our hope is that these two aspects of the project will contribute significantly to the development of a realistic and useful series of educational films.

Almost from the inception of the project, we have thought in terms of an inter-university plan of operation. It seemed to us that involving the active participation of a number of educational specialists would add greater breadth and depth to the development of the films. Consider, first, the task of identifying a variety of different problems that might be filmed. Here, a breadth of ideas is important in assuring a broad sample of realistic problems. In this case, surely, sixteen heads are better than two. It also seemed likely that this cooperative approach would help to assure the eventual development of more varied and flexible ways of using the films. It is possible that the preferred teaching methods of two or three educational specialists could become very routine and repetitive when applied to a series of twenty films. On the other hand, applying the teaching methods and concepts of a number of different educational specialists should help greatly to introduce a variety of uses for the film series.

There is also a need for highly concentrated attention to the development of each film. Each should be checked for the validity with which it represents an actual teaching situation. In other words, each film must be made as realistic as possible. In addition, to help assure the best instructional use of each film, a rather detailed "guide" must be developed to accompany it. This instructional guide may include discussion questions, techniques for role playing, references for reading, etc. Finally, it may be that unique evaluation instruments will have to be developed for the content of each film. Two or three educational specialists might be able to perform all of the above tasks for all twenty films but it would certainly be a difficult undertaking. These tasks can probably be done more effectively by having the two participants from each university concentrate on the development of two or three films in the series. In this way, it will not be necessary for all participants to attend equally to the development of all twenty films. We think that this procedure will help assure a more sophisticated analysis and more effective use of each film that is produced.

Another advantage to the inter-institutional approach is the significant impetus to distribution that it will eventually give to the series of films. As a result of this, it is more likely that the film series--or parts of it--will be used and evaluated in a fair number of different institutions. We already have had inquiries about the use of the films from a number of public school systems and colleges or universities around the country.

The second special aspect of this project is the means by which the problems were selected. To the best of our knowledge, this is the first film production project on which the selection of film problems has been based on survey data. As will be seen in the report that follows, this survey of reactions to potential film problems was made to help assure that the film series would fulfill the following criteria: interest, usefulness, and realism. Our inter-institutional approach made a general survey possible; reactions to the film problems were obtained from students, professors, and practicing teachers in different regions of the country. This means that students and teachers from different geographical areas and from different types of institutions were represented in selecting the film problems that will eventually be produced.

In addition to selecting the problems for filming, this survey data will be a continuing help in "building realism" into the films that are produced. Again, as will be seen in the discussion that follows, we have obtained many suggestions from practicing school teachers on ways in which the film situations can be made more realistic. In our present project, we are continuing to "build realism" into the film treatments and the film scripts by obtaining further criticisms and reactions from Education professors and practicing school teachers.

Our hope, then, is to produce a series of films that are developed and evaluated on the basis of empirical data. We began to fulfill this aim in this project by the way in which the film problems were identified and selected. This empirical approach is being maintained in our present project by subjecting the film treatments and scripts to actual classroom use before the films are made. In the culminating phase of the project, after the films are actually produced, we hope to evaluate the instructional effectiveness of the films.

PROCEDURE.

A. Identification of Problems.

The first task in the project was to gather a large number of teaching and classroom problems that might be suitable for filming. This was done largely by informal means: drawing on our own and other's experiences. During the summer prior to the first conference, the "spade work" on gathering problem ideas was done at the University of Missouri at Kansas City. Informal discussions with teachers attending the summer sessions, visits with student teachers in the Kansas City area, and our own past experiences were the sources for "problem ideas." This informal survey resulted in a rather extensive list of problem areas and problem situations that might be filmed. This list was sent to all prospective conference participants to stimulate other ideas on problems that might be filmed.

The participants came to the September conference with many of their own ideas about problem situations that might be suitable for filming. These ideas were discussed along with the original list of problems and problem areas that had been gathered prior to the conference. Both taped and stenographic records were made of these discussions to provide a record of the large number of problems finally gathered.

This informal means of obtaining problem ideas proved to be very productive. An attempt was also made to review the research literature on classroom and teaching problems. This approach, however, proved to be quite unproductive for the purposes of this project. Generally, the problems identified in this literature were too general and abstract to furnish concrete suggestions.[1]

The first task following the conference was to re-write, expand, and edit all of the problem descriptions that had been gathered prior to and during the conference. All problem descriptions were made about the same length (a brief paragraph) and were written in somewhat the same style and format (for example, proper nouns were omitted). Of the many problem ideas that had been gathered, sixty were developed to final form. Many tentative ideas were not included because they were too abstract for the writers to develop into realistic, concrete problem situations. Others were dropped because they did not seem problematical or dramatic enough to make an interesting film. A few were dropped because of probable difficulty in producing them.

The sixty problems finally developed--thirty elementary problems and thirty secondary--are included in Appendix I .

B. Selection of Problems

General Strategy for Selection

At the September planning conference, three criteria were agreed upon for selecting the final list of twenty problems which would be filmed: 1. the interest value of the problem to students, 2. the instructional usefulness or fruitfulness of the problem, 3. the realism or validity of the problem and the problem description. With agreement on these criteria, a general strategy for selecting the final problems became readily apparent. A plan was developed to obtain reactions to the full list of problems from undergraduate students in Education, professors of Education, and practicing school teachers at both the elementary and secondary levels. It was felt that each of the following groups could help to judge the value of the problems on the basis of one of the above criteria:

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[1] Gragg, Margaret and Herbert Wey. "What Supervision?" Journal of Teacher Education. Vol. 3, 1952, pp. 113-135.

Jewett, Robert. "Why the Able Public-School Teacher is Dissatisfied." Educational Research Bulletin. Vol. 36, Oct., 1957, pp. 223-244.

Wellbank, Harry. "Problems of High School Teachers." Journal of Teacher Education. Vol. 4, 1953, pp. 211-212.

1. Undergraduate students in Education--the interest value of the problem as a discussion topic.
2. Professors of Education--the usefulness or fruitfulness of the problem as an instructional topic.
3. Practicing school teachers--the realism or validity of the problem and problem description.

It was agreed that each conference participant would survey a certain number of representatives from each of these groups. The resulting information would then be used in selecting the problems that would finally be filmed.

A practical problem arose next. It promised to be a complex task for any student or teacher to read carefully and discriminate among a large number of problems. The chances seemed good that this might lead to a hurried or careless reading of the problems. To avoid this possibility, it was decided to break the total list of problems into sub-groups, and to ask each teacher or student surveyed to respond to only a single sub-group at a time. It was hoped that this strategy would lead to a more careful appraisal of the problems, and thus to a more valid selection of problems.

In making this subdivision, the thirty elementary and the thirty secondary problems were each divided into two sub-groups of fifteen problems each. Steps were taken to assure that the interest value of the problems in each sub-group was approximately equal; an attempt was also made to assure that different subject areas, types of teachers, and kinds of schools were represented equally in each sub-group. Thus, four groups of problems were finally developed for use in the survey:

Group A - Elementary Problems

Sub-Group 1: Problems 1 through 15.
Sub-Group 2: Problems 16 through 30.

Group B - Secondary Problems

Sub-Group 1: Problems 1 through 15.
Sub-Group 2: Problems 16 through 30.

The sub-groups of the problems to be used in the survey were then partially randomized across institutions and participants. This was done in such a way that each of the two participants at a given institution would receive different sub-groups of problems to use in making his survey. This also meant that all four sub-groups would be used at each institution. However, a confusion in the directions to the participants led to a "breakdown" in this procedure. In some cases, the two participants at a given institution began their survey by using the same two sub-groups of problems. When this error was discovered, the participants were asked to extend their survey using the sub-groups of problems that had been omitted. This correction resulted in larger numbers of students and teachers being surveyed; it also resulted in some imbalances in the numbers surveyed in the different sub-groups. These imbalances are evident in the tables of results.

Survey Procedure

Each conference participant was asked to interview six practicing school teachers and three of his professional colleagues in Education, and to survey from thirty to seventy-five undergraduate students in Education. The specific directions for making these interviews and surveys were developed at The University of Missouri at Kansas City and given to each participant following the conference. A complete set of all directions and data sheets given to the participants is included in Appendix II. The specific procedures for making this survey will be summarized below; however, the reader may wish to refer to Appendix for a more detailed understanding of the procedure used.

Each participant was asked to obtain three kinds of information in his survey:

1. A judgment of the interest value, instructional usefulness, and realism of each problem description from students, Education professors, and practicing school teachers;
2. Ideas from practicing school teachers on how the realism of certain problems might be improved, as well as significant problems that were not included in the survey;
3. Ideas from Education professors on the uses that might be made of the films in actual instruction.

To obtain information in the first category described above, two procedures were used. A classification system was devised to obtain judgments of interest and usefulness from students and Education professors. These subjects were simply asked to place the fifteen problems of a sub-group in one of three categories: highest interest or usefulness, next highest interest or usefulness, and least interest or usefulness. This was really a modified "forced-choice" system since five problems were to be placed in each of the three categories. In obtaining judgments from school teachers on the realism of the problems, a different procedure was used. Each subject was simply asked to select and indicate any problem in a sub-group that seemed to be unrealistic in some basic way.

A completely open-ended method was used to obtain ideas for the second and third types of information listed above. In these cases, the survey assumed the form of an interview. Teachers were asked to suggest ways in which the realism of certain problems might be increased, and they were also asked to suggest other problems that seemed to them to be significant. Professors were given a brief description of the kinds of films that might be produced, and were then asked to suggest concrete uses that might be made of such films in certain subject areas.

It should be made clear that obtaining the first kind of information listed above (judgments on the interest, usefulness, and realism of the problems) was done to provide data for the selection of problems to be filmed. The second and third kinds of information (ways of increasing the realism of problems and ways of using the films in teaching) were obtained to provide suggestions for later steps in the project.

The above paragraphs describe the general procedure used in making the survey at each institution. More specifically, each participant was asked to follow four steps in making his survey:

1. "Sort" or "categorize" the two sub-groups of problems sent to him on the basis of his feeling about their instructional usefulness or fruitfulness. This instructional usefulness was to be judged by the participant in terms of the class for which he felt the problems would be most appropriate.

2. Survey and interview at least six practicing school teachers, three elementary and three secondary.

3. Survey and interview at least three other professors of Education. It was stipulated that these professors might represent various fields in Education, but that at least one should be teaching in the general area of educational psychology. It was stipulated further that all three should be concerned at least in part with the training of undergraduate students in Education.

4. Survey from thirty to seventy-five undergraduate students in Education. It was stipulated that the students should actually be selecting (or really, categorizing) problems that they would like to discuss in class. It was further stipulated that class time should actually be allowed to discuss several of the high-ranking problems. It was felt that students would generally select problems that were interesting to them for the highest category.

It should be remembered that each subject in the survey was to react to the problems in sub-groups of fifteen. The participant himself, and some of the professors, reacted to two groups of fifteen problems; however, each student and practicing school teacher was to react to a single sub-group of fifteen problems. This is why, in the results that follow, the total number of subjects surveyed using a particular problem sub-group is considerably less than the number of subjects involved in the total survey.

SURVEY RESULTS.

In the total survey, at all eight institutions, the following numbers were included:

Students Surveyed	949
Practicing school teachers surveyed	90
College teachers surveyed (including conference participants)	73

In the tables of rankings to follow, the reader will find the number of subjects who actually responded to each sub-group of problems.

Student Population. The population of students surveyed can be described in terms of year in college and sex. Of the 949 students surveyed, descriptive data was available on 845. Generally, this student population was largely an undergraduate group composed of approximately seventy-three per cent females. A complete description of this student group follows.

Year in College:	
Freshman	1
Sophomore	135
Junior	367
Senior	308
Graduate	32
Other	2
Total	845

Sex:	
Male	224
Female	621
Total	845

College Teacher Population. The population of college teachers sur-surveyed was composed of Education professors. These professors were about evenly divided in subject area between educational psychology (including human growth and development, nature of learning, child guidance, and adolescent psychology) and educational methods (including elementary and secondary methods, and student teaching). A few of the college teachers represented other areas: audio-visual education, administration for teachers, etc. A description of the college teacher population surveyed shows the following distribution of subject areas:

Professors in Educational Psychology: (Educational psychology, child development, adolescent development, nature of learning, child guidance, etc.)	33
Professors in Educational Methods: (General elementary methods, general secondary methods, language arts, teaching the social studies, diagnostic and remedial reading, etc.)	28
Professors in Other Areas: (Elementary and secondary administration, principles of secondary education, audio-visual instruction, social foundations, seminar-practicum, etc.)	12
Total	73

School Teacher Population. The population of practicing school teachers surveyed was about evenly divided between the elementary and secondary levels, with an average of seven to eight years of teaching experience:

Level	
Elementary teachers	48
Secondary teachers	42
Average years of experience	
Elementary teachers	8 yrs.
Secondary teachers	7 2/3 yrs.

A. Rankings of problems.

In determining the ranking of the sixty problems used in the survey, a simple scoring system was used. A problem was given a score of two points each time that it appeared in the "highest interest" or "most useful" category; it was given a score of one point each time it appeared in the "next most interesting" or "next most useful" category. No points were given for selection in the lowest category. Total scores for student rankings (on the basis of interest) and for college teacher rankings (on the basis of instructional usefulness) were then determined, and the problems were ranked on the basis of these scores. The ranking was done separately within each sub-group of fifteen problems.

Tables of the final rankings of all sixty potential problems used in the survey are given on the following pages. The code numbers of the twenty-four problems finally selected are entered in red. It should be noted that the rankings of elementary and secondary problems are given separately for college staff members and college students in Tables I through IV. These were the rankings that were most relied upon in determining which problems were finally selected. In Tables V through XII, the rankings are sub-divided further for college students and college staff members in educational methods and educational psychology separately. These eight tables were used to help make judgments about some of the problems that were not consistently highly ranked. Where problem descriptions were combined because of similarity of content (this was done twice--both times in the elementary group), the ranking of the resultant problem was regarded as being midway between the highest and lowest ranking of its component problems. This ranking of combined problems was assumed arbitrarily for purposes of selection, though it is not actually shown in the tables.

In selecting the high ranking problems, a line was drawn immediately below the median score in each group of fifteen problems. The problems that fell consistently above that line were then identified. Using this reference point, there were eighteen problems that ranked consistently high:

Table I

Rankings of Elementary Problems by College Staff Members.[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
19	A5*	28	17	A16	22
	A15	25		A20	21
	A2	24		A29**	21
	A3	24		A21	20
	A8**	24		A30	20
	A12	21		A25	18
	A9	20		A27	18
	A10	20		A23	16
	A13*	20		A24	16
	A6	18		A26	16
	A7	17		A18	15
	A11	13		A19	15
	A4	12		A28	14
	A1	9		A22	12
	A14	7		A17	11

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[1] This includes rankings by both project participants and other staff members.

*Because of similarity of content, A13 was combined with A5.

**Because of similarity of content, A29 was combined with A8.

Table II

Rankings of Elementary Problems by College Students' [1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
218	A10	261	201	A20	234
	A9	249		A28	232
	A7	214		A17	230
	A3	210		A27	216
	A15	210		A25	215
	A13*	207		A29**	203
	A6	204		A23	195
	A5*	192		A16	192
	A14	187		A26	172
	A8**	185		A19	162
	A12	178		A24	154
	A1	168		A22	152
	A2	153		A30	147
	A4	153		A18	89
	A11	96		A21	89

---

[1] This includes students in all classes: Educational psychology, methods, seminars, etc.

*See Table I.

**See Table I.

Table III

Rankings of Secondary Problems
by College Staff Members[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
20	B2	31	22	B18	34
	B8	31		B20	29
	B7	26		B28	26
	B12	25		B22	25
	B4	22		B23	25
	B10	22		B25	25
	B3	21		B29	24
	B6	20		B19	23
	B11	20		B16	20
	B5	18		B24	20
	B14	17		B27	20
	B1	14		B21	17
	B13	14		B26	16
	B15	12		B30	14
	B9	6		B17	12

---

[1] This includes rankings by both project participants and other staff members.

Table IV

Rankings of Secondary Problems by College Students'[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
245	B10	336	290	B25	393
	B4	298		B30	366
	B2	283		B20	359
	B8	283		B23	357
	B6	268		B18	335
	B13	268		B19	327
	B12	266		B22	319
	B11	225		B27	316
	B5	215		B17	304
	B3	211		B26	303
	B7	186		B28	286
	B1	185		B16	282
	B15	148		B29	208
	B14	145		B21	174
	B9	118		B24	146

---

[1] This includes students in all classes: Educational psychology, methods, seminars, etc.

Table V

Rankings of Elementary Problems by College Staff Members in Educational Psychology[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
9	A2	13	8	A16	12
	A8**	13		A25	11
	A3	12		A20	10
	A5*	11		A27	9
	A6	11		A28	9
	A10	11		A29**	9
	A12	11		A19	8
	A15	11		A21	8
	A7	8		A23	8
	A9	8		A26	8
	A13*	7		A30	8
	A1	6		A18	7
	A11	6		A24	5
	A14	4		A17	4
	A4	3		A22	4

---

[1] This includes rankings by both project participants and other staff members in the general area of educational psychology (human growth and development, nature of learning, child guidance, adolescent psychology, etc.).

*See Table I.

**See Table I.

Table VI

Rankings of Secondary Problems by College Staff Members in Educational Psychology[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
13	B2	19	8	B27	11
	B8	19		B18	10
	B12	17		B20	10
	B3	16		B22	10
	B11	16		B23	10
	B6	15		B29	10
	B7	15		B19	8
	B4	14		B21	8
	B5	14		B16	7
	B10	13		B24	7
	B1	10		B28	7
	B14	10		B30	7
	B13	7		B25	6
	B15	5		B26	6
	B9	4		B17	3

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[1] See Table V.

Table Vii

Rankings of Elementary Problems by College Staff Members in Educational Methods[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
10	A5*	17	9	A21	12
	A15	14		A29**	12
	A13*	13		A30	12
	A3	12		A20	11
	A9	12		A24	11
	A2	11		A16	10
	A8**	11		A27	9
	A12	10		A18	8
	A4	9		A22	8
	A7	9		A23	8
	A10	9		A26	8
	A6	7		A17	7
	A11	7		A19	7
	A1	3		A25	7
	A14	3		A28	5

---

[1] This includes rankings by both project participants and other staff members in the areas of educational methods (elementary and secondary), administration for teachers, student teaching, etc. The great majority, however, were in educational methods.

*See Table I.

**See Table I.

Table VIII

Rankings of Secondary Problems by College Staff Members in Educational Methods[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
7	B2	12	14	B18	24
	B8	12		B20	19
	B7	11		B25	19
	B10	9		B28	19
	B4	8		B19	15
	B12	8		B22	15
	B13	7		B23	15
	B14	7		B29	14
	B15	7		B16	13
	B3	5		B24	13
	B6	5		B26	10
	B1	4		B17	9
	B5	4		B21	9
	B11	4		B27	9
	B9	2		B30	7

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[1] See Table VII.

Table IX

Rankings of Elementary Problems by College Students in Educational Psychology[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
156	A9	176	127	A28	152
	A10	173		A17	138
	A7	151		A20	138
	A3	149		A25	126
	A15	143		A27	126
	A6	139		A29*	125
	A13*	138		A16	117
	A8**	133		A23	111
	A5*	130		A24	100
	A14	121		A19	96
	A1	120		A26	96
	A12	110		A22	90
	A4	108		A30	70
	A2	97		A21	53
	A11	65		A18	51

---

[1] This includes all students surveyed in classes in the general area of educational psychology (including human growth and development, nature and conditions of learning, etc.).

* Because of similarity of content, A13 was combined with A5.

** Because of similarity of content, A29 was combined with A8.

Table X

Rankings of Secondary Problems by College Students in Educational Psychology[1]

Number Surveyed	Problem	Score
177	B10	222
	B4	209
	B2	206
	B8	201
	B13	201
	B12	191
	B6	186
	B11	176
	B3	154
	B5	150
	B7	123
	B1	117
	B15	106
	B14	103
	B9	50

Number Surveyed	Problem	Score
142	B25	193
	B23	191
	B30	189
	B20	183
	B18	175
	B27	175
	B22	159
	B17	159
	B19	146
	B28	143
	B16	242
	B26	131
	B21	103
	B29	96
	B24	86

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[1] See Table IX.

Table XI

Rankings of Elementary Problems by College Students in Educational Methods[1]

Number Surveyed	Problems	Score	Number Surveyed	Problems	Score
120	A10	136	132	A20	132
	A3	113		A23	122
	A13*	111		A17	119
	A9	104		A25	117
	A12	104		A27	115
	A14	100		A28	112
	A6	99		A16	111
	A15	98		A30	104
	A7	95		A29**	102
	A5*	93		A26	93
	A1	87		A22	84
	A8**	85		A19	79
	A2	69		A24	70
	A4	67		A18	53
	A11	54		A21	45

[1] This includes all students surveyed in classes in elementary and secondary methods, practicums, the school as an institution, children's literature, etc. The great majority, however, were classes in elementary or secondary methods.

*See Table IX.

**See Table IX.

Table XII

Rankings of Secondary Problems by College Students in Educational Methods[1]

Number Surveyed	Problem	Score	Number Surveyed	Problem	Score
111	B10	125	191	B25	239
	B4	102		B30	210
	B8	100		B19	206
	B2	99		B20	206
	B6	98		B23	197
	B12	89		B26	193
	B1	84		B22	191
	B5	80		B17	186
	B13	78		B18	183
	B3	75		B27	182
	B7	70		B16	174
	B11	66		B28	170
	B15	56		B29	131
	B14	50		B24	113
	B9	41		B21	92

---

[1] See Table XI.

A-3
A-5 (combined with A-13)
A-9
A-10
A-15
A-20
A-25
A-27

B-2
B-4
B-8
B-10
B-12
B-18
B-20
B-22
B-23
B-25

Of the above eighteen problems, two--A-25 and B-10--were deleted because of similarity in content to other problems.

This left a "borderline" group of approximately fifteen problems from which eight had to be chosen. Generally, these "borderline" problems either received somewhat mixed ratings (for example, a high ranking by college teachers offset by a relatively low ranking by college students) or received high ratings offset by some qualitative consideration (for example, dealing with content also treated by other problems already selected). In no case, however, were these "borderline" problems ranked uniformly low. Approximately thirty problems--half of the original group--were generally ranked low, and were not considered in the process of selection. To choose eight of this middle group of fifteen problems, some qualitative judgments had to be made. In doing this, special attention was given to the general coverage (of areas in educational psychology, types of schools, types of students, etc) that was desired in the total film series.

B. Problem Coverage

One of the conference participants[1] suggested a scheme for keeping check on the general coverage of educational areas and situations provided by the problems. His suggestion was a "grid" for screening the problem ideas in terms of psychological content and school situations. This grid was particularly useful in making the qualitative judgments that entered into the selection of problem ideas from the "borderline" group of problems described above. Completed copies of the grid are provided in Appendix III. The first grid shows the coverage provided by the total sixty problems used in the survey; these are entered in blue. The second grid gives a picture of the coverage provided by the final twenty-four problems selected; these are entered in red. A detailed description of how the problems were entered in each grid is also provided. However, a few comments about the problem coverage indicated by the grids should be given here.

First, in regard to the areas of educational psychology, it appears that both the original sixty problems and the final twenty-four problems have considerable breadth of content. Note that in both groups at least one problem relates to each of the eight content areas listed in educational psychology. In the final selection of problems, the highest proportion of the original sixty were retained in the area of individual differences and in the area of motivation. And at least one problem was retained in each of the eight content areas. Thus, the original sixty problems used in the survey seem to have provided a fairly good coverage of different areas in educational psychology; the coverage provided by the final twenty-four problems selected seems to remain adequate (although we could wish that the areas of "Classroom Management" and "Teacher Self-Appraisal" had been touched upon in more than a single film).

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[1] L. O. Andrews, Ohio State University

In regard to the descriptive categories (the grade level, subject, type of school, etc., depicted in each film), it appears that the original sixty problems provided a good sample of different educational situations. There seem to be some imbalances in the final twenty-four problems selected. For example, there is only one problem explicitly portraying students of mixed or average performance. Again, the proportion of filmed problems portraying primary and junior high school level students has been reduced sharply from the first sixty problems. However, it should be noted that in all but one category ("Type of Problem") modifications can be made in the writings of treatments and scripts to provide a better balance. In many cases, the situation described has not even been fully specified in the brief problem description used. For example, the socio-economic level of the school that is portrayed is made explicit in only five of the twenty-four problem descriptions. Since all of these categories must be made explicit in the actual film (for example, the subject that is being taught) and since some of the categories can be modified (for example, some problems can be rewritten to portray the junior high school level), many of these imbalances can be corrected as the film treatments and scripts are written.

Perhaps the real meaning of the problem coverage shown in the grids can be summarized by a simple observation. The reader could probably agree that the final twenty-four film problems selected are not all problems about "individual problem students" or students from low socio-economic levels or any other single type of student. Neither will the film series produced treat only problems of adjustment or any other single area in educational psychology.

C. Judgments of Problem Realism.

Judging from the reactions of the ninety-five practicing school teachers surveyed, the problems finally selected seem to be generally realistic. In other words, they seem to present problem situations that either do, or might reasonably be expected to occur in classroom and school settings. Perhaps this should not be surprising since (as described above) the problems were originally drawn from the experiences of teachers and Education professors. On an average, only about twenty per cent of the teachers who considered each problem found it sufficiently lacking in realism to be worth commenting on. Apparently, then, approximately eighty per cent of the teachers surveyed on a given problem found it to be essentially valid or realistic. The actual number of teachers who considered each sub-group of fifteen problems should be noted:

A-1 through A-15	28
A-16 through A-30	21
B-1 through B-15	27
B-16 through B-30	19

The comments made by the teachers on all of the problems are summarized in Appendix IV. The reacher may wish to refer to this summary to verify some of the comments that will be made here on specific problems. In looking over this summary, it should be remembered that the teachers were asked to criticize or comment on any lack of realism in the proposed problems; thus, the comments are generally negative. This does not mean, of course, that the general response to these twenty-four problems was negative or critical. The comments summarized are given as much as possible in words that were actually recorded by the conference participants.

The range of criticisms made to the various problems was fairly wide. One problem--B-28--received no criticism or negative comment of any kind. Another problem--B-4--was commented on critically or negatively by forty-four per cent of the twenty-seven teachers who considered it. The second highest percentage of negative comments was elicited by problem A-16; forty-two per cent of the teachers considering this problem commented negatively. Should these two problems have been deleted from the selected list because of this high frequency of criticism? To answer this question, some thought must be given to the actual content of the criticisms. In the case of both problems, the comments made seemed to be directed at important but modifiable aspects of the problem description. In the case of problem A-16, the criticism seemed to be directed at the mechanics of making referrals and to the nature of the special class. No one seemed to question the necessity nor the importance of a teacher's making referrals to psychological or corrective agencies. The basic element in this problem is the question of what criteria a teacher should use to determine when a referral might be made. If this problem can be modified to make the system of referral more realistic and to define the nature of the special class, then it might still be a significant problem and also a realistic one. Consider next problem B-4. Many of the critical comments on this problem referred to the way in which the teacher was criticized or questioned by her colleagues. The teachers who commented often simply questioned whether such a difference in grading procedures would ever lead to such open conflict. None of the comments seemed to imply that differences in grading standards would not occur between teachers. Neither did they imply that such differences would never lead to disagreement between teachers. Thus, if the severity of the criticism of the young teacher could be modified in developing the problem, this might again be made into a useful and realistic film.

The above comments will probably suggest the decision that finally was made with reference to the deletion of problems on the basis of "lack of realism." As the comments on each problem were interpreted, it became evident that in many cases the criticized aspects of the problems might be corrected by revision of the problem situation described. It was decided to encourage the seeking of teachers' criticisms all the way through the development of both treatments and scripts. It may be that, in the end, a few problems cannot be modified sufficiently to meet the criticisms of them. In this case, they could be dropped as part of the four "surplus problems" that must eventually be deleted from the list of twenty-four. Thus, instead of using them to delete problems from the list, these valuable judgments on realism were used as the basis for beginning to improve upon the realism of each problem. It should be stressed that this decision was made only after a careful analysis of the content of the criticisms made. If the *essential* idea of any proposed problem had been generally criticized, it would have been deleted from the final list.

POSSIBLE PLANS FOR UTILIZATION AND EVALUATION.

A. Outline of a General Plan.[1]

Along with the survey of the film topics conducted at each of the participating institutions, an effort was made to collect information about possible modes of utilization in different phases of each institution's teacher-education program. At least two aims underlay this effort: to collect information which would be helpful in the development of instructor's manuals to accompany the films, and to begin to determine those patterns of utilization common across the participating institutions. This latter aim, of course, is a necessary preliminary step in the design of the inter-institutional plan for evaluation which constitutes the proposed culminating phase of the total film project.

In order to add a dimension of realism to the procedure in the utilization survey, the prototype film "Backfire" was shown to the same college instructors who evaluated the topics. Following the showing, the participants were asked to respond to the following questions:

a. In what course or courses that you teach do you feel a film like this one ("Backfire") might be useful?

b. How would you use it? As a demonstration? Stimulus for discussion? Introduction to a topic?

c. Suppose that five more films of this general type were made that were based on the problems that you selected first for use in class discussion. Would you use all five films in a single given class? How would you use them?

---

[1] The following section of this report was prepared by Professor Laurence D. Brown, School of Education, Indiana University. The questionnaire used to obtain ideas for utilization and evaluation was designed by the project directors; the directions for completing this questionnaire were also prepared by them. As the incoming data was gathered, it was forwarded to Professor Brown, who was asked to collate and prepare a report based partly on the data provided to him.

d. How would you test students to see what they learned from a series of films of this general type?

The responses were either recorded on a form provided for that purpose or taped, with the tape later transcribed.

The remainder of this portion of the paper will report the responses to the questions and will attempt to generalize from them. The questions themselves will provide the structure of this section.

1. In what course or courses that you teach do you feel a film like this one ("Backfire") might be useful?

Since a basic criterion for inclusion of a film topic in the group was relevance to educational psychology (or learning and development courses), it was expected that instructors of educational psychology courses would see "Backfire" and the topics as potentially useful in their courses. This was the case for all the institutions. While it was hoped that the educational psychology instructors would see the relevance of the films for their courses, the fact that they do should not be underrated. It is at once evidence of the validity of the process of topic selection, and a powerful contribution to the future plans for film evaluation. The possibility of rigorous evaluation would be greatly reduced if the institutions could not agree on at least one common course in which the films could be used.

The next most common suggestion of courses in which the films were seen as being useful was a general methods course. Again it had been predicted that this would be the case. It is at this point, however, that institutional variations in program requirements become a factor. Some institutions do not offer a general methods course. Those instructors rating the topics who taught specific methods courses saw the films as relevant or irrelevant depending upon the subject area. Social studies methods instructors were more likely to see them as useful than language, mathematics or science methods instructors. In looking ahead to eventual evaluation of the films, methods courses represent a less general locus for the evaluation, but still a possibility among those institutions having a general course.

Five of the eight institutions saw the films as relevant to and potentially useful in the introductory course in education. Again, however, not all institutions offer such a course, and, as a setting for evaluation across all institutions, it is inadequate.

The films were also seen as potentially useful in the following common courses offered at the undergraduate level for education students: Educational Philosophy, Abnormal Psychology, The Nature of Mental Retardation, Methods of Teaching Exceptional Children, Social Foundations, Personality Dynamics, Administration and Supervision, and Educational Audio-Visual Production. Such diverse course listings reflect at least the following: inter-institutional variance in teacher education programs, the character of the sample of instructors involved in the rating, and individual styles of teaching and course organization of the instructors samples. From the standpoint of evaluation there seems to be no great merit in such a diversity in relevant courses; however, to the extent that there is concern about whether the films will find use in teacher education programs, the results are highly encouraging. Of all the instructors involved in the ratings only one suggested that he was not at this time teaching courses for which the films would be useful.

Three of the institutions mentioned either a student-teaching practicum or a seminar practicum closely aligned with student teaching as a portion of their programs where the films would be particularly useful.

These instructors emphasized the possibility of greater impact during or near the student teaching experience because of the imminence of actual decision making. They also emphasized the advantage of dramatic portrayal of realistic problems in a situation where student ideas could be shared with others. The feeling that there might be advantages in using the film in coordination with actual experience led to suggestions of a corollary kind not seriously considered in the initial proposal. The following statement from one of the respondents very adequately summarized these suggestions:

> I think one of the most interesting and most valuable uses of this type of material would be for staff conferences, and for college (or school personnel when they had the films available) personnel to use them while they were serving as consultants to faculties, running workshops, inservice training courses, PTA meetings, parent study groups, teachers association meetings, etc. Here again they could be used as introductory to stimulate interest and lay a basis for a developmental discussion, or presented after a background had been established as a means of bringing the group into touch with reality at the vicarious level at least. The possibilities here seem limitless.
>
> I would be very much interested in having them available for use in my graduate course for cooperating-supervising teachers. One could use a film to get across the idea that there are so many different approaches and procedures that one could use in most any situation that a teacher should work hard to prevent the student teacher just imitating him."

In summary, it would appear that the educational psychology (or learning and development) courses are seen by instructors at all institutions as an appropriate setting for the film utilization. General methods courses, introductory education courses, and student teaching seminars are also seen as relevant, but such courses are not offered at all institutions. Hence, in looking ahead to the project evaluation, it would seem that comprehensive evaluation is possible in the educational psychology courses, and that evaluation across some institutions would be possible on the others.

In response to the question, "Will the films be used in teacher-education programs?" the answer seems to be affirmative, and emphatically so. Nearly every instructor viewing "Backfire" and rating the topics saw relevance to at least one, and usually more, of the courses which he was presently teaching.

2. How would you use it? As a demonstration? Stimulus for discussion? Introduction to a topic?

The question as phrased tended to yield many responses from instructors which were non-specific and vague, such as "yes" or "all of these." Such responses are not particularly helpful, but neither are they surprising. Utilization ultimately is associated with a specific unit of a particular course in a specific institution, a course generally taught by one individual and directed at a unique collection of students. It would be necessary, probably, to characterize all of these dimensions in order to be highly specific in describing a proposed utilization. There were, however, a number of general responses which were interesting and potentially helpful for future planning.

In all, there seemed to be about ten categories of utilization suggestions which appear to differ somewhat from one another but at the same time are not without overlap.

A Motivational Device. Nearly all respondents suggested that Backfire" and the proposed films would be useful in stimulating interest and discussion. The advantage of realistic, dramatized problems over the verbal descriptions of incidents generally used by instructors was emphasized.

A Demonstration or Illustration of Concepts or Principles. Many viewers, especially those instructing educational psychology courses, recognized the relevance of "Backfire" to such topics as "Patterns of Reinforcement." If such a topic were included in their course, the film was seen as a dramatic illustration and could be used for this purpose. It is not expected that this pattern of utilization will be common, however, since the films are not designed to illustrate specific psychological concepts or principles. Hence, it is unlikely that many of the series can be tied as neatly to a single principle as can "Backfire."

Provision of a Common Set of Referents for Students. One pattern of utilization quite often mentioned was the use of the films as referents for the discussion of concepts and principles in teaching. This could be done in two ways. One would be to choose a film related to a given topic to be discussed and, in the presentation of the topic, to use events in the film as the referents for the ideas presented in the unit. Another suggestion was to show a number of the films at the beginning of the courses to provide a common set of referents for the students for ideas presented throughout the course.

Problem Analysis. Many instructors indicate, as an objective of their courses, the development of skills in problem analysis. With such an objective, the films become materials for analysis, and the use of the films as a series is implied. This kind of utilization was hoped for in the original project proposal, and it appears that a large number of instructors do see this potential. A major advantage of this kind of utilization would lie in its flexibility, in that the films do not determine the particular theoretical framework which would serve as the basis for analysis. Hence, instructors with a variety of theoretical biases could use the same film.

The Development of Perceptual Skills. Closely aligned with the preceding suggestion is the notion that prospective teachers do not observe well. Theyoverlook significant cues in the classroom, often attend to insignificant ones, and are unsystematic in their observation. Several instructors make the point that a series of films such as those proposed could be useful in increasing the student's ability to perceive significant behaviors. One suggestion was that the films be shown in parts, perhaps in one minute intervals, with students noting significant and recurring cues which may be associated with the problem which eventually emerges or problems which could emerge.

An Evaluative Device. A number of respondents recognize the potential of the films as testing devices. Whether the objectives were problem analysis, an illustration of principles, observational skills, or any one of a number of others, certain of the films could be set aside to be used for evaluative purposes in connection with the objectives of a particular instructor.

A Research Instrument. An interesting series of suggestions related to the potential of the films as presenting standard situations by means of which it would be possible to study teachers-in-training as well as experienced teachers. It might be particularly interesting to study the ways in which these two groups (teachers in training and experienced teachers) tend to conceptualize problems, the ways they go about making decisions, the kinds of behavioral cues they tend to note or fail to note, and the differences between the groups with respect to the foregoing.

Stimulation to Self-Study. The series, together with the responses of a variety of persons to the problems, could serve as a useful means of guiding students into appraisal of their own ways of conceptualizing situations and coping with problems in comparison to the ways of others. The objective would be greater self-insight. While the evaluative problems here would be considerable, the suggestion is provocative.

Simulated Experience. While not many educational researchers would agree that the series represent simulation, it might be possible to use the films as a basis for role-playing realistic situations. Either the measures taken to implement decisions about the problems could be role-played, or the events leading up to the problems with the objective in mind of avoiding the problem.

A Supervising Aid. Suggestions were made that the films could be particularly useful to a supervisor of student teachers or a supervisor of public schools working with individuals or small groups having particular kinds of teaching problems.

3. Suppose that five or more films of this general type
were made that were based on the problems that you
selected first for use in class discussion.
Would you use all five films in a single given class?
How would you use them?

This question turned out to be ambiguous and provided little useful information. A "single given class" was interpreted both as a single course in a program and a single period of fifty minutes. One person stated: "It is conceivable that one could use five such films in a class period, but I can't think of why one would want to." Another said that five would be about right for a course. Basically, the question aimed at finding out if the films were perceived as a series, or set, as opposed to a random collection, and whether multiple usage was envisioned. The answers do seem to indicate that few, if any, instructors would use only one of the series. At the same time it is unlikely that the entire series would be used in a single course. Obviously the implications for evaluation here are that each film and the total series cannot be evaluated within the context of a single course. Apparently no one saw the series as a potential theme around which it is possible to construct a course (although this suggestion was not made to instructors).

4. How would you test students to see what they learned
from a series of films of this general type?

The responses to this question were sparse indeed. Some interesting suggestions emerged, but the best source of ideas for evaluation was the responses to the question on utilization. If the suggested utilization pattern was stated in sufficiently specific terms, some of the implications for evaluation were suggested by the statements themselves. Also, those who made specific suggestions for evaluation under Question four tended to tie them to their own suggestions for utilization. For these reasons, the following section will consider each of the same categories developed in the section on utilization.

A Motivational Device. Suggested patterns of utiliation under this category seem to be hypothesizing increased interest level, both with respect to the topic at hand and to general interest in teaching. In addition, it is implied that the films would lead to greater increases in interest than would other means. Attitude scales of two kinds are implied: a general scale (e.g., The Minnesota Teacher Attitude Inventory), and one related to a specific film topic. It is further suggested here that the films will stimulate discussion (and to a greater extent than by other means). Perhaps some index of amount of discussion such as amount of time spent in uncoerced discussion, or proportion of group participating, or amount of irrelevant discussion per unit of time could be used.

A Demonstration or Illustration of Concepts or Principles. It is probably the case that agreement can be reached that correspondences do exist between events in the films and certain psychological concepts and principles. This means that theoretically it would be possible to design achievement-type tests derived from these correspondences for each film. However, since instructors (e.g., educational psychologists) tend to choose freely from alternative theoretical frameworks and emphasize only those concepts and principles embodied therein, it is doubtful whether a single comprehensive test could be designed and used across courses and instructors. At least two possibilities remain. First, in spite of the fact that comprehensive tests may be precluded, there may be a level of generality at which it is possible to develop tests. (For example, it is difficult to imagine an educational psychology course excluding all Skinnerian concepts of learning, or a classroom film in which reinforcement procedures of some sort were not involved.) Secondly, it may be possible to develop highly definitive guidelines for local development of achievement tests to accompany the films. It should be re-emphasized here that the most likely objective of the tests would be to measure the extent to which students can locate correspondences between behavior(in the films) and concepts and principles of psychology.

Provision of a Common Set of Referents for Students. If the films serve adequately as referents for ideas presented later, they should so serve whether or not the instructor specifically refers to events in the films. To the extent that the films effectively serve this function, students should be able to specify the referents. Evaluative devices would be similar to the kind specified above, in that the students are asked to seek correspondences. One might hypothesize that the availability of a variety of behavior referents to students will result in better learning and understanding of concepts and principles. Locally constructed unit achievement tests could be used to test this hypothesis.

Problem Analysis. It is implied in suggestions for this kind of utilization that the films used as a series contribute to the development of skill in problem analysis. While theoretical biases of the various instructors will preclude agreement on the "best" way to conceptualize a given problem, it is possible to hypothesize that student analyses of problems will come to reflect more sharply the particular theoretical orientations advocated by the instructors. This generally implies local evaluation procedures. However, at a general level, it could be hypothesized that, over a series, the content of free discussion should reflect a greater incidence of psychological terms (in psychology classes, of course), few concepts of a non-technical kind, and closer correspondence of concept and event. Content analysis of discussion could be the method used in this case.

The Development of Perceptual Skills. One excellent suggestion for evaluation in this area was reported. If, in fact, students over a series of the films become better observers of behavior, they should be better able to report fully and accurately the events occurring in films later in the series. With this in mind, the notion of "Fidelity of Report" becomes relevant. For purposes of better control, a testing instrument designed to get at this would serve better than an unstructured report. One possible form of this instrument could simply be like the "noting of details" subtest found on many reading tests. Another possibility could make use of the "correspondences" type test previously noted, in which the criterion measure could be an increase in correspondences noted per unit of time.

An Evaluative Instrument. To suggest that the films could be useful as evaluative devices suggests that it is possible to design the procedure in such a manner that it meets well-established criteria of tests; reliability, validity, norms, practicality, scoreability, etc.

A Research Instrument. Evaluation of the films used for this purpose would necessarily be a part of the particular research being undertaken, although test characteristics criteria would apply.

Stimulation for Self-Study. This pattern of utilization suggests an objective of changing attitudes toward self and toward teaching. Existing scales or scales designed specifically for the project are called for. The specific nature of the kinds of changes predicted, however, would require considerable thought prior to the choice of instruments. Such thinking has not yet been undertaken.

Simulated Experience. This is one of the more vague utilization suggestions, and one for which the implications for evaluation are less obvious. Again, immediate changes would probably be in the affective domain.

A Supervising Aid. Ratings of actual behavior in dealing with the kinds of problems discussed are suggested. These ratings should be done by independent observers.

All of the above represent highly specific suggestions for evaluation which are closely tied to particular patterns of utilization. It is not suggested that all of these are necessary nor that those listed include all of the most important variables. It is expected that a final plan for evaluation will be developed from some of those listed, but, prior to that, agreement on many things (including objectives and utilization) must be reached.

B. Tentative Ideas for Individual Projects.

One of the original hopes in the project was that the participants in some of the universities might develop individual instructional and research projects using the films. It was hoped that some of these projects might result in requests for separate, individual research grants. These projects would, of course, be done apart from any common utilization and evaluation scheme that is developed for the project as a whole.

It might be of interest to report a few brief summaries of ideas for individual research projects that have already been suggested by a few of the conference participants. These ideas were suggested generally in letters to the project directors; in no way are they intended to be formal reports or research outlines. The ones described below should be regarded as initial ideas on some ways in which different conference participants envision using the films that are produced.

1. Use of the Films as an Evaluative and Predictive Device.[1]

The films might be utilized for the assessment of teacher perception. By "teacher perception" I mean the ability of the individual to perceive the various factors contributing and relating to the problem, including the appropriate or inappropriate use of psychological principles of learning, techniques of teaching, principles of establishing rapport and maintaining desirable human relationships, etc. It is feasible that an instrument could be constructed to accompany the film for assessing these factors. The instrument could be validated by a panel of teacher-education experts and norms could be established for experienced teachers and for students at various stages in the teacher-education program. The evaluation of the films as devices for measuring teacher perception could be achieved by comparing the prospective teacher's performance on the instrument and his ability to cope with related situations in the classroom during student teaching. If a significantly high correlation were obtained, the films and their accompanying tests might be of value for predicting effectiveness of students in dealing with certain types of teaching-learning problems.

Finally, the films could be utilized at various points in the preservice teacher education program to determine at which points, or after which courses or experiences, significant growth in teacher perception or knowledge of pedagogy is observable. For example, in our program we could show the films at the following points:

At the beginning of G75--Introduction to Education--beginning freshman level

At the completion of G75--end of freshman year

At the completion of A102--Educational Psychology--sophomore or junior level

At the completion of D110--General Methods--junior or senior level

At the completion of D150--Student Teaching (Special methods courses are usually taken concurrently with student teaching.)--senior level

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[1] The ideas outlined in this section are those of Professor Bob G. Woods, College of Education, University of Missouri, Columbia, Missouri.

Evaluation of student growth could be based on written or taped responses of students or on the results of the teacher perception tests. In this use of the films, discussions would not occur after viewing the films. The films would be used strictly as evaluation devices and not as teaching devices. If there were enough films available, some of them could be used with one group for discussion purpose and others for evaluation purposes, while with the control group only the films selected for evaluation purposes would be used.

2. Use of the Films in Training Administrative Interns.[1]

We have been carrying on a series of conversations with a faculty group in educational administration who are involved in running an administrative internship program. They are concerned with getting administrators more interested in problems of supervision and helping teachers. As a first activity in this area, we showed "Backfire" first to our group of teaching interns and tape recorded their discussion of it; we then showed it to the group of administrative interns and recorded their discussion. This week we are planning to play back the two tapes in the opposite classes and have both groups assess the similarities and differences of expressed perceptions of the "teacher-oriented" and the "administrator-oriented."

3. Use of the Films in the Introductory Education Course.[2]

We have an introductory course which all freshmen in the College of Education take. Some of the films could be used in these classes to stimulate interest in teaching and to broaden the student's perception of teaching. The evaluation of the films for this purpose could be achieved by comparing the interest in teaching and attitudes toward teaching of groups in which the films were used with equated groups in which the films were not used. The Minnesota Teacher Attitude Inventory might prove of some value in this connection.

Ideas like these could be readily developed into individual research projects. Several of the other conference participants have also begun to conceptualize ways in which the films might be used in instruction and research. These varied ideas tend to support an observation that has often been made about the pilot film and the proposed film series: the fact that specialists in various areas of Education have seen many different possibilities for using such films in instruction or research.

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[1] The ideas in this section were outlined by Professor Thomas E. Clayton, Inter-University Program in Teacher Education, Syracuse University.

[2] This section was prepared by Professor Bob G. Woods.

Appendices

Appendix I

Elementary Problems Used in Survey

A-1 A new teacher replaces the regular second grade teacher in the middle of the school year. The regular teacher was greatly loved. The new teacher gradually "wins over" all of the class -- except for one little girl. This little girl finds it very hard to switch loyalty, and face changes in classroom routine. She often refuses to follow directions, saying that the regular teacher did not do it this way. The new teacher tries patiently, and with understanding to gain the child's confidence. But she is disturbed about her occasional open hostility. One day when the child objects to some minor matter, she decides to "settle things." She says that things will be done a different way, now. The child objects again, and refuses to cooperate.

A-2 A fastidious teacher with a love of books and classical music is repelled by her sixth-grade students from a slum area in a large city. She cannot understand how these students can like the music they do or why they will not respond to her reading of poetry. She tries to stress habits of cleanliness but to little practical avail. There are two children in her class who seem different from the other children; they are more responsive and interested in music and poetry. The teacher devotes extra attention to them to encourage this interest. She is called from the room and returns to find the two children she has "favored" being physically threatened by the other students.

A-3 A seventh-grade boy is noisy and easily distractible, with a short attention span. He gives up easily when faced with a problem and tends to pout when he does not get his own way. He behaves more like a third-grader than a seventh-grader. His teacher discovers that his home situation is one in which he is very insecure, since his parents expect too much of him and constantly compare him to a bright, attractive younger brother. The teacher works with the boy sympathetically and begins to make progress. Then, in a conference with his parents, she discovers that his parents belittle his efforts and don't recognize his progress at all.

A-4 A seventh-grade teacher has divided his class into small groups to work on group projects because he thinks that it is important for students to learn to work cooperatively. But after several days of fairly productive work, the students in several groups seem to lose interest and begin wasting time and arguing among themselves. The teacher becomes annoyed and tells the class that since they have not worked cooperatively, they will have to stay in the room and work instead of attending a special assembly. A few minutes later, the principal comes in to remind the teacher of the assembly. He states that he particularly wants all classes to attend. The students listen appreciatively.

A-5 A third-grade teacher is having problems with reading in her class. She walks home through the disadvantaged area in which her students live and compares what she sees with the pictures in the reader she is using. She is suddenly aware of the wide disparity between the world presented in the reader and the world in which her students actually live. She thinks again of her reading groups and the troubles they are having.

A-6 A teacher in the sixth grade gives an examination at the end of the first six weeks. Two students, both of average ability, do very poorly on the test; she gives both a failing grade with the thought that it might serve as an incentive for better work. One student begins to take home his homework faithfully, turns in extra assignments, and asks questions freely in class. On the next test, he has one of the best grades in the class. The other student seems to develop an air of resignation and disinterest. His work becomes even more careless. On the next test, he is "tied" with two other students for the poorest test paper.

A-7 A teacher has difficulties with a shy child who pays little attention to instructions and seems unable to enter into classroom activities. The child is rejected by most of the other students. The teacher thinks that the child might be mentally retarded, but a physical examination reveals that the child is very hard of hearing. Since there are no special classrooms in this school district to which the child might be sent, the teacher must handle the problem in her own classroom.

A-8 A teacher of an eighth-grade common learnings class observes the students in his class before school begins. A group of immature boys are pushing and shoving each other and shouting in high-pitched voices. Several boys, who are taller and look much older than the first group, are quietly discussing sports in another part of the room. Their voices have changed or are changing. Some small girls are sitting primly at their desks, while several more mature girls, with elaborate hair-dos and wearing makeup, are looking at the more mature boys and making comments and giggling. The bell rings; the smaller boys are the last ones to their seats. The teacher asks the students to hand in their themes on topics dealing with the exploration and settlement of the Far West. Later, he looks over the papers; some are neatly written themes, others are almost illegible single paragraphs. The teacher goes to the office to look at the cumulative records of his students. He finds that their I.Q.'s range from 81 to 155. He observes his class again; the shouting little boys, the girls with elaborate hair-dos. Then he looks at his lesson plans. He remembers all the statements he has heard and read in education courses about "adapting instructions to the individual learner" and "meeting each learner's needs."

A-9 A teacher in a junior high school has a student with an attitude of sullen indifference to the classroom situation. He seems to have a complete lack of interest in what he is doing and spends most of his time staring out the window. The latter says that she has known the boy since he was a small child; she remembers his enthusiasm when he started to kindergarten, the interest and curiosity he showed then, his gradual development of a dislike of school and of an aversion to classroom activities. She describes his fourth-grade teacher, who encouraged drill and discouraged questions. The first teacher returns to her classroom and watches the boy staring out the window. She wonders what she might do to help bring back the eagerness to learn and the receptiveness he showed when he first went to school.

A-10 In a fourth-grade class there is an aggressive child who is always waving his hand and answering questions. In fact, there are several people in the class who do most of the responding and volunteering. There is one quiet, shy, withdrawn girl who is the object of the teacher's concern. The teacher keeps working with this child, trying to draw her out, encouraging her in a variety of ways. For the first time the shy child is showing some indications of coming out of her shell and becoming part of the group. In a full class situation she finally volunteers to answer a question. The teacher calls on her and she begins to answer in a soft voice. However, before she gets more than a few words out, the aggressive student steps in and gives the answer in a loud voice. The little girl looks hurt. The teacher reprimands the boy and he answers that no one could hear her anyway. The teacher asks the shy student another question, but she only shakes her head and makes no attempt to answer.

A-11 A fourth-grade teacher and her principal talk over the teacher's evaluation sheet, which is being filled in by the principal. The teacher says with sincereity that she believes in self-evaluation, that she wants to be honest with herself. She talks about what she feels are her strong points; she feels she does have patience and maintains a pleasant classroom atmosphere. Afterwards, in the school lunchroom, she overhears two of her students talking about her. One of the students says that she always sounds cross and that she doeen't doesn't like it when students can't understand what she is explaining. The other student says he doesn't like to ask her questions. The teacher recalls her words to the principal that morning.

A-12 A sixth-grade teacher finds that one of her students, a girl with above-average intelligence, feels that she cannot do the assigned work, that everything she does is wrong. When she hands in papers, she says that she will probably receive a failing grade. The teacher finds that the girl's fifth-grade teacher had taken a negative, highly critical attitude toward her. The teacher tries to help the child with reassurances and by pointing out merits in her work. The girl receives good grades on her first report card but still persists in her feeling of inadequacy. She comes to the teacher and says that she cannot do sixth-grade work.

A-13 A teacher has a group of students in a "slow" class who are poor readers or non-readers. The reading test that should be covered in the class is written for average readers; these students are unable to comprehend it, or even to recognize many words in it. The students in the class have a well-established distaste for reading. No funds are available for testing material, and only a very limited amount ($25) for reading materials. The teacher must devise some method of teaching reading and the enjoyment of reading to her class.

A-14 A third-grade teacher is teaching multiplication. One child writes a problem down but adds the figures instead of multiplying them. The teacher helps her with the problem. But the child persists in adding; she will not attempt to multiply. The teacher has another student try to help the child, without success. Then the teacher puts her arm around the child and patiently explains the process of multiplication. She has the child write down another multiplication problem and asks her to multiply. The child draws a line under the figures and adds them.

A-15 The mother of a fifth-grade boy comes to school to see his teacher. Her son is a student who has repeated one grade, and is not doing well in the fifth-grade. His intellectual ability is definitely below average. The mother tells the teacher that she wants her son to be a doctor or lawyer. She states that he does at least three hours of homework each night, and that it does not seem right that anyone who works that hard should not progress.

A-16 A fourth-grade teacher, who has a number of "behavior problems" in his class, recieves word that he may refer one child to a newly formed "special" class for children who are having difficulty in school. This would remove the child from his class permanently. He has no difficulty in deciding on the two most critical choices: a withdrawn, fearful, timid, silent boy; the other, a distractible and disobedient boy. The teacher is seated at his desk after school, mulling over the problem, when the school secretary brings him the referral blank on which he must indicate what child he wishes to refer to this special class. The teacher pictures the class for a minute without the disobedient boy in it. It is a quieter class. He then pictures the class with the timid boy's seat vacant. He looks at the referral blank, trying to decide.

A-17 A child in the second grade has temper tantrums and destroys the work of other children. Her teacher finds that the child did not behave this way in the first grade, but that the child's parents have recently been divorced and the child is reacting to a trying condition in the home. The teacher tries to help her, but the other children in the room express resentment at what they regard as special favors for the child with problems. The child has another temper tantrum, and the other children express openly their feeling that this child can do anything she pleases.

A-18 In a third-grade arithmetic class the children are learning to multiply. The teacher has explained multiplication and as the children practice, she keeps telling them "Don't count, don't count." Several of the children develop crutches that the teacher doesn't know about--secretly counting on their fingers, for example--and keep on counting instead of learning how to multiply.

A-19 One junior high school boy in a teacher's class if often assumed by her to be the "culprit" in any disciplinary episodes. It is really understandable that she has developed this attitude, since he often _is_ the culprit. Also understandably, many of the students in the class tend to sympathize with him because he seems to be "picked on." After one class disruption, she has asked him to go to the principal's office over his protestations, when she discovers that another--usually well-behaved--boy has been at fault.

A-20 In the fourth grade classroom is a sweet, sensitive child who is always smiling and is enthusiastic about the class activities. But she has an I.Q. of 90 and is behind the rest of the group in reading, spelling, and arithmetic. Her mother is room mother for the fourth grade class. She comes in to talk to the teacher because the child has received low grades on her first report card. Her three brothers and sisters are average or above-average and have been teasing her about her low grades. The mother tells the teacher how hard the child is working and says that she will be terribly discouraged if she receives such low grades again.

A-21 A third grade teacher is introducing a unit on workers in the community and how important they are to people who live in the community. She promises her principal to have the children paint a mural for the PTA meeting in one week, depicting "the things that one community worker does for us." She decides to start with the policeman, and asks the children to tell what a policeman is supposed to do. The ideas expressed by the children are: The policeman is an enemy who will beat you up if he can; The policeman is a friend who watches your neighborhood at night to be sure you are safe; The policeman is someone who has many exciting adventures and catches dangerous criminals; The policeman is someone who will trick you into doing something wrong so that he can arrest you.

A -22 A young man, teaching his first class--sixth grade--frankly tells the parents of his students on Parents' Night that he is inexperienced, and may make some mistakes, he invites them to come and see him at any time about problems in the class. Several parents become distressed about their children having an inexperienced teacher--particularly after several have visited the class at times when it was rather disorderly. Finally, several parents come to see the teacher that their children had in fifth grade, the previous year, and express their concern about their children's inexperienced teacher. They ask her directly what they should do about the situation.

A-23 A third grade teacher establishes certain rules for discipline at the beginning of the year. One "disturbed," immature child will not--or cannot--conform. "He just cannot do what he is told," remarks his teacher. "He disrupts class by talking to himself and others, waves to people across the room, answers questions out of turn." When she tries to restrain or discipline him, he becomes antagonistic and aggressive. When she allows him greater latitude, the other children complain because he is getting to do things which they are not permitted to do.

A-24 A seventh-grade teacher encourages a critical, inquiring attitude in his science class. A bright student hands in lengthy, meticulously prepared papers but receives average grades on the papers because he simply reproduces information from textbooks and encyclopedias. He does not question or compare the bits of information he puts down. The student is bewildered at the low grades he receives and remembers the many times he was rewarded in grade school for simply bringing in material from books. He receives a "C-" on one of his papers and comes in after school with his father carrying an armload of books. He is almost in tears as he shows the teacher that this statement came from one big book and this statement from another.

A-25 A teacher wonders how she might best work with two of her students. One student is overly confident. He works quickly but carelessly; he never toes back over his work. He boasts about what he can do in the future. The other student, who has the same intellectual ability as the first student, feels that there are few things he can do well. He will not attempt anything unusual and avoids difficult tasks and problems. He very seldom volunteers for any project.

A-26 Being interested in helping her children learn to work independently as group members, a fifth grade teacher had divided her class into six small groups of five or six members each to work on projects in geography. Each group was to select its own project, which could be a group paper, relief map, display of products from various countries, etc. She was concerned about how well a few of the children would do, since they had not worked alone and undirected on group projects before. Of particular concern to her was an argumentative, resistant little boy. He has taxed her patience many times in class. On the third day of planning, the groups were still trying to decide on what kind of project to undertake. During recess, the children from the group in which this argumentative boy was a member, told her that they did not want him in their group; he would not agree to anything that anyone else in the group suggested.

A-27 A fifth grade boy is receptive and willing. He is not a brilliant child, but he follows directions, takes an active part in class discussions and projects, and brings in her homework assignments adequately prepared and on time. His teacher likes him because of his cooperative attitude. But when test time comes, the boy does poorly; he cannot stand the stress of an examination. The teacher wants to work with the boy so that he can approach an examination with some degree of calmness.

A-28 A boy from a small town moves into a suburban school district with high scholastic standards. The boy is of average intelligence and has done well in the small town school. However, he is well behind the other students in his third-grade classroom in the surburban school, especially in reading skills. His teacher gives him special help; he works hard and shows improvement. He is very proud of his improvement, and of the fact that he will soon be a fourth-grader. However, he is still almost two years behind the average student in the class in reading skills. The teacher faces the question of whether she should retain the child in the third grade.

A-29 A beginning teacher faces her first class, thirty fifth-graders in a typical middle-class school. She has the children read aloud and finds that they vary widely in their ability to recognize and pronounce words. She assigns a paragraph and finds that some children write six or seven well-constructed sentences while others are unable to write a single coherent sentence. She goes to the office to look at the cumulative records of her students. She finds that their I.Q.'s range from 81 to 155.

A-30 A beginning teacher has never managed group learning experiences but decides to try group work in her sixth-grade class. She allows students to choose projects concerning Africa. The class of students breaks up into eight groups of various sizes. There are two students in some groups, seven in another. For several days, she is delighted with a high degree of interest and imagination that the students show. They seem to be much more "involved" in the class than she has ever seen them. But unexpected problems begin to develop. She finds that she cannot spend much time with each group, that when she sits down with one group, students from other groups come to her with questions. She finds there are disagreements in several groups which the groups can't handle, but she does not have time to help the groups resolve their difficulties. At times, the class seems to be heading for complete confusion.

Secondary Problems Used in Survey

B-1 A 7th grade teacher has in her class a boy who excels in shop work, but who has little interest in more academic subjects. She is certain from his record and from her own experience with him that he should, and will, elect to take the vocational course in high school. When the boy's mother comes in for a conference, the teacher is confident that her advice will be in line with what the boy and his parents are already planning. Instead, she learns that it is his parents' unswerving plan for the boy to go to college.

B-2 A high school teacher, who is proud of the quality of work her biology students produce, has a boy in her class who seems disinterested in his school work. He seems bored in class and typically does just enough to "get by." He causes no behavior problems, is pleasant and likable, and is well accepted by his peers. The teacher looks into the office records to find out more about the boy. She discovers that he has one of the highest I.Q's in the class; written reports from other teachers indicate that he displays the same disinterest and boredom in other classes.

B-3 A first year teacher in a high school English class is conducting a class discussion on what can be learned from reading different kinds of literature. Her class is composed of average to better than average students, many of them social leaders in the school. English, and especially literature, is not a highly popular subject with this group. It is for "squares." In the middle of the discussion, one boy who has been something of an isolate in the class and seldom talks, says that reading literature is a complete waste of time, and the present discussion is also a waste of time. The class members either laugh appreciatively, or look at one another and smile.

B-4 A beginning teacher feels that grades should not be given on the basis of a rigid system of grading, such as the "curve," with a certain percentage of students automatically receiving "A's" and a certain percentage automatically failing. But she is teaching in a school where the principal and most of the teachers have a different philosophy. They feel that if a class knows that some students are going to fail, the class will work harder. At the end of the first grading period, the beginning teacher gives higher grades than anyone else in the school. Several of her fellow-teachers attack her in the teachers' lounge for being "easy," for trying to win favor with students and parents, and for upsetting the standards of the school.

B-5 A high-school junior is popular with both boys and girls in his class and is an accepted member of a group of boys which exerts leadership in school affairs. Then, without warning, for the first time in his life, the boy has an epileptic seizure. The attack occurs in a classroom and is witnessed by the students in the class. When the boy returns to school, he finds the other students are afraid of him and turn away when he tries to join a group. A sympathetic teacher observes the situation; the boy turns to him for help.

B-6 A high school teacher has a boy in her freshman homeroom who has been assigned to her as an advisee. It is reported to her that the boy is a poor student, fails his tests, refuses to turn in assignments, does not contribute to discussions, and is often absent. She is asked to see if there is anything she can do as his homeroom counselor. She decides to call in his parents for a discussion, after failing to get much response from the boy in a conference. The mother arrives late for the conference, poorly dressed and obviously annoyed. She asks if her son has been in any trouble. Assured that this is not the reason for the conference, but rather his poor performance, the mother says that after all he is just in school until he becomes sixteen and can go to work. Then, she gets up to leave.

B-7 A teacher is using group-centered methods in her social problems class in high school. She wants her students to learn to plan and work together and to take responsibility for their learning. The students are allowed to work on problems of their own choice, may come and go to the library as they please, and generally are permitted to conduct themselves independently in their groups. The class often becomes quite noisy, with animated discussion and much sheer physical activity. On the way down the hall on an errand, she overhears two other teachers talking about the lack of good "content learning" in her class and the disrespect for rules that her students are developing. Returning to her class, she stands in the doorway and watches the activity and bustle. For the first time, she is aware of a considerable amount of confusion.

B-8 A bright high-school senior bursts into tears when he cannot solve a math problem. His teacher asks him to come in after class. The boy is quite tense; he asks for help with the math problem. The teacher finds that he had been up until midnight trying to work the problem. He fears he is falling behind; advanced math and English courses seem too much for him; he feels he is failing his parents, who have always had the dream that he would become a doctor. The parents are constantly putting pressure on him, and he is frightened of not living up to their expectations. He asks the teacher for help -- not just with the mathematics, but with his general problem.

B-9 Two high school Science teachers, who are among the most popular in the school, are asked to work as a "teaching team" to handle the large number of students in the general science classes. They agree to try out an approach involving student projects, coupled with two lectures a week. They agree to observe one another in class and to spend time each week analyzing their performances in a spirit of "friendly criticism." In a student rating of the teachers at the end of the course, the two receive the lowest ratings they have ever received.

B-10 A new high school Social Studies teacher quickly develops a reputation for having the most interesting class in the school. The students discuss controversial social issues -- like integration, strikes, migrant labor -- in a lively and intense fashion. He is pleased by the interest and resourcefulness that his students show, and has even seen some change in their attitudes. At the end of the semester, the head of the Social Studies department stops him in the hallway to show him his students' results on the final departmental examination. His class has the lowest average score of the five Social Studies classes.

B-11 A poor student in high school is also a strong leader among his friends. He is a good looking boy and is mature for his age. He precipitates discipline problems among his classmates, but seldom does anything for which he himself can be disciplined. In fact, part of his personal magnetism is the result of his ability to "get by" with the behavior that he encourages his followers to practice. In one class, the teacher discovers that along with the other problems he causes, he has recently been encouraging students to come to class armed with questions that they know she cannot answer.

B-12 A high-school sophomore does exceptionally good work in English and is encouraged by his English teacher to think about going to college. However, he is only a fair student in math, although he works hard at it. His math teacher is demanding, sets high standards, and is bitingly sarcastic when students don't measure up to his expectations. He is so critical of a girl in the class that she bursts into tears and is asked to leave the room. The boy feels he can never make satisfactory grades in math. He feels there is no longer any use in his working hard; his work in English becomes careless and superficial. He tells the English teacher that he is no longer planning to go to college.

B-13 In a high school English Literature class, the teacher has stressed the importance of developing appreciation of literature -- really, "love" for it. One girl, who has always been a below average student, has made great progress in the class. She participates well in discussions, and helped to arrange a class performance of a scene from a Shakespearian play. She has gained in confidence, and seems to take great pride and pleasure in her progress. The teacher is very proud of her development and interest. However, on the final examination, the girl receives one of the lowest grades in the class. The teacher has said that the final examination must count for two-thirds of the semester grade.

B-14 A teacher in a social studies class in junior high school announces at the beginning of the school year that he wants freedom of discussion in his class; he will not try to impose his ideas on students but will serve only as a referee, to help them examine the validity of the evidence they present. A boy who is somewhat more mature than the other boys in the class assumes a leadership role; he chooses the topics the class discusses and controls the discussions. The other students admire his ability and his cleverness in manipulating the class. The teacher discovers that the boy has gradually taken over the class and turned the students against him.

B-15 A beginning teacher, a former football player and campus leader at a small college, feels that he can be an effective teacher if his students like him and if he can "speak their language." He spends part of each class period talking about sports and soon becomes one of the most popular teachers in the school. But he finds that his students are failing to turn in papers and are missing many questions on tests, that hands are sometimes raised in class, not because students have questions about history, but because they have comments about last week's football games. He has given a test, and after grading it and handing it back, comments that most of the students have missed what he considers to be key questions. One boy raises his hand, and says respectfully that the class did not "go over" the material in question the previous week, but had "talked football."

B-16 In a socially disadvantaged neighborhood, a shop teacher attempts to help a student who shows little interest in learning. He tries to motivate the student by telling him that shop skills will help him get a job. The teacher learns that the neighborhood is one in which most of the people are on relief and that the boy's father has never worked for as long as the boy can remember. The boy has no concept of regular employment and sees no reason to learn a trade or skill that will enable him to support himself.

B-17 A teacher who has been only a passable student and who has had few advantages in his own life begins work in a junior high school in a neighborhood where most of the residents are professional people. Nearly all his students will go on to college and, in many cases, to professional careers. The school emphasizes independent study and is proud of its accelerated program. The teacher soon realizes that the students in his classes are brighter than he is and that several of his students know much more about his subject than he does. They ask questions he can't answer and correct him when he makes mistakes. He becomes increasingly unsure of himself.

B-18 A high school biology teacher is teaching a unit on insects to his class. The objective of the unit is to learn the classifications of insects, characteristics of these classifications, living habits, and patterns of reproduction. It is the type of information that is part of the school's departmental examinations, and is on some achievement tests for entrance to college. The instructor likes to allow student participation and discussion to as great a degree as possible because he believes that students learn more this way. His class is very interested and discussion is animated when he allows the discussion to wander onto related topics such as the effect of poisons on insects, the likelihood of giant insects someday taking over the world (as portrayed in science fiction), why cockroaches are considered a survivor of prehistoric times, how many people die from insect bites, etc. As soon as he returns to a discussion of the objectives of the course, however, student attention lags, students daydream, and he must do almost all of the discussing.

B-19 A ninth-grade boy is enthusiastic about a project he is working on in a woodworking class. He learns a great deal of practical math and math application through reading blueprints and working in the shop and talks about shop math to his algebra teacher. The latter feeling that the boy, a good student, is wasting valuable time by taking a shop course instead of a "solid" subject, and talks to the boy about the importance of theoretical mathematics. The boy begins to lose interest in his woodworking project; he repeats some of the statements of the algebra teacher to the shop teacher. At the next faculty meeting, the shop teacher presents a description of advanced courses in woodworking and metal work which he would like to add to his program. The algebra teacher states that he feels such courses serve little purpose, either academically or vocationally, and mentions the boy in the woodworking class as an example of a student wasting his time and effort in such a course.

B-20 A high school Social Studies teacher is teaching his first accelerated class -- one composed of high achieving, bright students. He is somewhat disappointed in the results he is obtaining. The students seem quite disinterested and very restless. Only a small portion of the class participates in class recitation, and the homework is done in a perfunctory manner. Sitting in the cafeteria one day, he talks to a teacher of another accelerated class, and they "compare notes" on their classes. He becomes aware that the second teacher is expecting a much greater amount and better quality of work from his students. It dawns on him that he perhaps has not been expecting the quality and volume of work from his students that they are capable of producing. He recalls a student's remark one day after class; "The work in here just does not seem challenging." The teacher revamps his plans for the class, planning to keep closer check on the quality of work done by the students, and installs an "honor" system of doing extra work for extra credity. After three weeks of effort, the class is still disinterested, restless, and the quality of work has not improved.

B-21 One of the history classes in the local high school is composed of students who generally are planning to attend college. Among them are a number of students who belong to the high school honor society. The students are bright, ambitious, and willing to work hard. After one assigned paper has been graded and handed back, one student comes up to the teacher and asks her to explain why she gave him a lower grade than his friends received. She looks at the paper. At the top, she has given him an A- ; his friends have received a plain A.

B-22 A sensitive, refined young girl is teaching Spanish in a school in a lower socio-economic area. One of her students is especially annoying to her personally; he is unkempt, with long hair falling over his forehead; he has a bad complexion and is none too clean. He likes to stop and talk with her after class, as he seems to need her approval. She finds it *increasingly difficult to control* her personal dislike of the boy. One day she accidentally drops her book, and the boy stoops over to pick it up. As he picks it up, he brushes against her leg. She pulls away from him angrily and bursts out that he should be in his seat, that he never does anything right. The boy is crushed; the class routine stops; the other students watch the scene in silence.

B-23 A high-school junior is overshadowed by an older brother who had been an outstanding student and athlete. The younger boy is an average student and is awkward at sports. However, his English teacher sees some original touches in his compositions and encourages him to write. The boy brings in a poem which impresses the English teacher, so much so that the teacher enters the poem in a contest. As a result of this encouragement, the boy gains in self-confidence and begins to assume an identity of his own. Then the teacher discovers that the poem was not written by the boy; it was written by the older brother.

B-24 A high school English teacher is honored by being given an "honors" class in Poetry. It will be the first time that such a course is offered at this high school. At the first class meeting, he tells his enthusiastic students that the aim of the course will be to develop a "love of poetry." He prepares carefully for the class, and spends the semester investigating with his class the metric pattern and symbolism in various well-known poems. The class seems diligent and purposeful. The principal, who has been watching the class with great interest, asks him now many of the students in his class would be interested in printing a "yearbook" of poetry. When the teacher passes around a sheet for students to sign up to work on such a "yearbook," only two students of the twenty in the class indicate an interest.

B-25 An English teacher decides to organize her senior English course in an unconventional way and to use some unusual materials. She is teaching in a lower socio-economic area and organizes a unit about the theme of "waiting," using poems and stories which express a variety of hopes and dreams and longings. She climaxes the unit with a discussion of a modern play in which two tramps seem to be waiting for God, who never comes. Her students begin to talk about the English class and the play at home. Two parents come to see the principal with complaints about the material the teacher is using and about statements she has made, reported out of context. The teacher is called to the principal's office to defend what she has been doing in class.

B-26 An art teacher stresses certain basic skills in her advanced art class: drawing from still life and from live models on the athletic field. She has an extremely talented boy in her class whom she feels has real promise as an artist, and she tries to encourage him. However, the boy will not turn in the required assignments; instead, he turns in drawings of scenes and subjects of his own choosing, which have no relationship to her assignments. His drawings are skillful and expressive, but other students begin to do as he does, ignoring assignments and turning in other types of work. The teacher talks about the need of a sound training in basic fundamentals as the groundwork for creative expression and assigns a series of drawings of plaster casts. The boy takes his sketching pad and goes to the window and draws the view from there. Several other students follow him to the window.

B-27 A high school teacher is asked to recommend one student for a scholarship to an outstanding university. She narrows her choice down to three students. One student is a class leader and gets along well with others, but is only a little above average in his grades, though he is well above average in intelligence. The second student is one of the most intelligent member of his class and has a high grade point average. However, he has not taken part in many school activities and has never played a leadership role. The third student has made the greatest contribution to the school of the three; he has edited the school paper and served as president of his senior class. He has made above-average grades but is barely above average in his scores on intelligence tests.

B-28 A high school English teacher is teaching a Shakespearian play to his class. He uses a lecture-recitation method, carefully explaining the meaning of parts of the play to the class: "This symbol signifies ---, this passage means ---, etc." Halfway through the dramas, illness forces his absence from the class for about two weeks. He leaves instructions for the young teacher who replaces him to finish the play and begin work on a second play. He states that he will complete the discussion of the latter play when he returns to class. The young teacher uses a different method of teaching. She encourages her students to interpret literature from their viewpoints. This method has always worked successfully for her. She plans for the same type of "open" discussion, with the students freely offering interpretations and ideas. On her first day in class, she asks a question about the possible meaning of certain events in the play. There is no response. She phrases the question differently. There is still no response but the students stir and look at one another uneasily. She finally calls on several students individually; one boy simply shakes his head, and the others say that they do not know the answer.

B-29 A high-school social studies teacher, having recently taken a course in "group processes" at a University, decides to turn his senior civics class into a group-centered class. He has been discussing the role of small discussion groups in the classical conception of democracy and wants his students to have experience in such groups. He divides the class into groups of six or seven students each, and assigns them a project to be completed in the three weeks prior to the end of school. Each group may choose its own topic. The only stipulations are that the project must be a group paper, must be based in part on library or textbook research, and must concern some current social problem (such as integration or the population explosion). He indicates that he will visit the groups occasionally, and willoffer advice or suggestions whenever it is requested. He busies himself during class periods by providing source materials, and occasionally visiting a group. When the projects are completed, the most enthusiastic and industrious group informs him that they have written a play on "dope addiction" to perform for the class. It is rather well-written, but was based entirely on popular TV and motion picture concepts of "dope addicts." The group is extremely proud of its efforts.

B-30 A boy beginning his senior year in a rural high school has a job in a small garage after school and plans to continue working in the same place after he graduates. He has always liked engines and drives a jalopy he has rebuilt. He associates with the men at the garage and spends no time in extracurricular activities or with boys of his own age. One of his teachers becomes concerned about the boy, because he has the ability to go to college. The boy seems happy with what he is doing; the teacher wonders whether he should interfere.

Appendix II

Directions and Data Sheets Used in Survey

THE UNIVERSITY OF MISSOURI AT KANSAS CITY

Kansas City, Missouri
65110

November 13, 1964

Dear

It will help us a great deal in deciding on which problems will be used in the film series if in addition to sending us your own reaction blank and that of your colleagues, you will summarize the results of your surveys of the reactions of public school teachers and students. We are enclosing forms for making such summaries and would like you to return to us the following:

1. The results of your own sorting.
2. The College Instructor's Reaction Blanks. (Please note that we would like a separate blank returned for each colleague you interview.)
3. A summary of the responses that your students made to the film survey. (Please note that a separate summary blank should be completed for elementary and for secondary students, even though they were surveyed in the same class.)
4. A summary of teachers' reactions to the problems. (Please note that separate summary blanks should be filled out for elementary and secondary teachers. Note also that we would like you to edit and summarize the teachers' remarks.)

If you have any suggestions from public school teachers about problems which might be used in the film series, please state these problems briefly in a concrete form and send them to us in a separate mailing. We would like you to hold the "Suggestions from College instructors on Uses of Films" until we can discuss with Larry Brown the form in which he would like to receive them.

We have sent you more forms than you will probably use. We would like to have the completed forms returned by November 23, if possible. Please let us know if you have any questions.

Thanks again for your help,

Dave Gliessman and Don Williams

Procedure for Survey of Possible Film Problems

You are receiving thirty problem descriptions, divided into two groups of fifteen each:

Group A - Problems that occur at the elementary level (grades 1 through 6) and some junior-high-school-level problems (grades 7 and 8) that seem relevant to elementary teaching.

Group B - Problems that occur at the secondary level (grades 9 through 12) and other junior-high-school-level problems that seem most relevant to secondary school teaching.

(Note that each problem is coded to indicate level, as well as the number of the problem.)

Each of the problem descriptions you receive should be dittoed or mimeographed on a separate card or half-sheet of paper. Be sure to include the code number of each problem. Enough copies will then have to be reproduced to provide a copy of each problem (in the elementary or secondary group, whichever is appropriate) for every student in the class you intend to use in the survey.

Below are given more specific directions for sorting the problems yourself, and for surveying teachers, colleagues, and students. Be sure to make your own sorting first; after that, it makes no difference what order you follow for your survey; do whatever is most convenient for you. The number of teachers, colleagues, and students we would like you to include is given.

1. Your Sorting - First, consider the usefulness or fruitfulness of the problems as stimuli for discussion in your own class (whichever class you feel is most appropriate). Then, select from each list of fifteen problems the five that you would use first. Then, from the remaining ten in each list, select the five that you would use next as discussion stimulants. A form is provided on which you may record your own selections.

   Note that you are not here selecting the films or film problems that you want to work on. We will take that step later, after we have completed this survey.

2. Teachers - Please interview at least six teachers: three who teach in grades 1 through 7 and three who teach in grades 8 through 12. For the former use only the elementary problems (Group A); for the latter use only the secondary problems (Group B). Try to get some variety in the grade levels taught by the elementary teachers (for example, grades three, five, and six) and in the subjects taught by the secondary teachers (for example, common learnings, English, math'). These teachers may be interviewed individually or in groups -- But do not include elementary and secondary teachers in the same group.

We would like you to obtain three reactions from each teacher: An indication of whether any of the problems seem unrealistic, suggestions about how the realism of these problems might be improved, and suggested problems that we have not included in this collection.

First, by a problem being unrealistic, we mean that in some basic way it does not "jibe" with the teacher's experience. In other words, the problem description does not correspond accurately to what "really goes on" in a classroom. As examples, the problem itself might seem improbable or implausible, it might be placed at an inappropriate grade level for the methods described, or the goals described might seem inappropriate for the grade level involved.

For those problems that she regards as unrealistic, have the teacher indicate the reasons, and what might be done to improve the degree of realism. Then encourage her to contribute any ideas for additional problems that she feels should be included in our collection.

Directions to the teacher and a "model" form (to be reproduced at your institution) on which her reactions can be entered are enclosed. You may read these directions to the teacher, and enter her reactions and suggestions to the problems. Or you may have the teacher do both herself. In either case, please "follow up" carefully on obtaining suggestions for improving the realism of certain problems and suggestions for new problems. Be sure to press for concrete suggestions — respondents often stop short of becoming really specific.

3. Colleagues - Please survey at least three colleagues if possible. There may be some variety in the fields represented; educational psychology, general or special methods, and teaching internship or student teaching would all be appropriate. However, at least one should be teaching in the general area of educational psychology. All three should be concerned in part with the training of undergraduate students in Education; in making a selection of problems, each should be asked to think in terms of using the problems in an undergraduate course. Again, you may interview your colleagues individually or as a group.

   We would like your colleagues to estimate the usefulness or fruitfulness of the problems as discussion stimulants in the undergraduate class for which they seem most appropriate. You may ask certain colleagues (in educational psychology or human development, for example) to respond to both Group A (Elementary) and Group B (Secondary) problems; other colleagues (in the area of elementary or secondary methods, for example) may respond to only Group A or Group B.

   Ask each colleague to select from the fifteen problems in a group, the five that he would select first as stimuli for discussion in his class. Then, have him select the five that he would select next as stimuli for discussion. Directions to your colleague and a "model" form (to be reproduced at your institution) on which his reactions can be entered are enclosed. You may enter his reactions yourself, or allow him to do it himself.

In the foregoing, it is assumed that you have not indicated the possible use of these problem descriptions as bases for films. Your colleagues should react to the problem descriptions only as printed stimuli for discussion. For the next step, you will need to outline the general nature of the film project, and should show "BACKFIRE" as an example. Then, try to obtain some concrete suggestions about the uses that might be made of these films in the subjects that each colleague teaches. As with the teachers, it is important to "press" for specificity. Following are a few suggested questions that might elicit concrete ideas:

a. In what course or courses that you teach do you feel a film like this one ("BACKFIRE") might be useful?

b. How would you use it? As a demonstration? Stimulus for discussion? Introduction to a topic?

b. Suppose that five more films of this general type were made that were based on the problems that you selected first for use in class discussion. Would you use all five films in a single given class? How would you use them?

d. How would you test students to see what they had learned from a series of films of this general type?

Again, a "model" form is provided on which you or your colleagues may record the answers to the above questions, or other suggestions.

4. Students - Please survey from 30 to 75 undergraduate students. We realize that you may exceed the upper limit in order to use an intact class that has a larger enrollment. But please do not go too far beyond that number. Remember that since we are pooling the resources of several institutions, we do not need an excessive number from any single institution. In the case of some more advanced undergraduate courses (such as special methods courses), you may have to use two or three classes to get the minimum number of 30.

Students who are planning to teach in elementary school should react to the fifteen problems in Group A, and students who are planning to teach in secondary school should react to the fifteen problems in Group B. Students who are planning to teach in junior high school should react to Group A if they are more interested in seventh grade, and to Group B if they are more interested in eighth grade or higher.

We would like the students to indicate the degree of interest they have in discussing certain of these problems in class. Indicate to the class that there will be time in class to discuss several of these "problem situations," and that you would like to find out which ones the majority of the class members would like to discuss. From the appropriate group fifteen problems, each student should select the five problems that he would most like to discuss; from the remaining ten problems, he should select the five problems that he would next like to discuss.

Enclosed are directions to students, and a "model" form for responses -- both should be reproduced.

Directions for Your Sorting

Name ______________________ Class for which you feel problems would be most appropriate ______________________

A. Please write in the spaces provided below the code numbers of the five problems that you feel would be most useful or valuable, and that you would be most likely to use as stimuli for discussion in the class named above:

__________ __________

__________ __________

____

B. Please write in the spaces provided below the code numbers of the five problems that you feel would be next most useful or valuable, and that you would be next most likely to use as stimuli for discussion in the class named above:

__________ __________

__________ __________

____

College Instructor's Directions

You will be given a number of descriptions of problems that might occur in school, in and out of the classroom. These problem descriptions might serve as stimuli for discussion or decision-making in undergraduate Education classes. We realize that these descriptions would have to be expanded before many instructors would care to use them for instructional pruposes. However, we would like you to react to them in their present form.

Generally, the problems described have been selected to relate to the field of educational psychology. However, they might readily be used in courses in educational methods, student teaching seminars, etc. We would like you to select the problems that you would be most likely to want to use as topics for discussion or decision-making. Please think in terms of using these problems in a specific undergraduate course.

We would like you to go through each group of fifteen problems that you have received and select the five that you feel would be most valuable as discussion topics in your class -- the five that you would be most likely to use in such instruction. Then, go through the remaining ten problems and select the five that you feel would be next most valuable as discussion topics -- the five that you would be next most likely to use in such instruction.

Please make a note of the code numbers of the problems that you select.

College Instructor's Reaction Blank

Field of Specialization: ____________________

Class for which you selected problem: ____________

A. Please write in the spaces provided below the code numbers of the five problems that you feel would be most valuable, and that you would be most likely to use as discussion topics or as stimuli for decision-making:

________ ________

________ ________

____

B. Please write in the spaces provided below the code numbers of the five problems that you feel would be next most valuable, and that you would be next most likely to use as discussion topics or as stimuli for decision-making:

________ ________

________ ________

____

Suggestions from College Instructors on Uses of Films

We would appreciate any suggestions that you have about possible ways of using problem centered, open-ended films like "Backfire" in the courses that you teach. Some of the problem descriptions that you have read may serve as topics for further similar films in a series. We are planning to develop an instructors' manual to go with this film series, and want to include in it a variety of suggested ways to use the films as instructional aids.

Following are a few specific questions to which we would like you to respond; please include also other specific suggestions you have about uses that might be made of the films.

a. In what course or courses that you teach do you feel a film like this one ("BACKFIRE") might be useful?

b. How would you use it? As a demonstration? Stimulus for discussion? Introduction to a topic?

c. Suppose that five more films of this general type were made that were based on the problems that you selected first for use in class discussions. Would you use all five films in a single given class? How would you use them?

d. How would you test students to see what they learned from a series of films of this general type?

Directions to the Student

You are being provided with a number of descriptions of problems that teachers sometimes face, or might face. Each of these descriptions poses a problem to the teacher. Many call for a decision, and some kind of action, on the part of the teacher; some call for some change in the teacher's attitude or behavior. When you become a teacher, you might be faced with problems and decisions that are similar to some of these. It might be interesting for you to anticipate how you would act, what decision you would make, or how you would attempt to help the student described in a problem; it might also be interesting to hear the views of others in your class.

There will be time to discuss several of these problems in class. Please read through the descriptions carefully and select the ones that you would be most interested in discussing. Attached is a sheet of more specific directions and a place for you to record your reactions. Please note that each description has a code number; when you record your selections please write down the complete code number.

1. Please complete the following information:

Name of course ______________________________.

Year in college _________. Age __________. Sex. __________.

Level (Elementary, Secondary, etc.)
and/or Subject you plan to teach ________________________________.

Your major in college ____.

2. Please read through the fifteen problem descriptions carefully; select the five that you would most like to discuss. Then, write the code numbers of these problems in the spaces provided below:

______________ ______________

______________ ______________

____

3. Next, from the remaining ten problem descriptions, select the five that you would like to discuss next. Write the code numbers of these problems in the spaces provided below:

______________ ______________

______________ ______________

____

Group:
_____Elementary
_____Secondary

Summary of Student Responses to Film Survey

Name of institution ______________________ Your name __________________

Name of course ____

Number of students in this group (elementary or secondary) who are:

Freshman _________	Seniors _______
Sophomores _______	Graduate ______
Juniors _________	Other _________

Range in age of students in this group _______________ Mean age _________

Sex of students in this group: M _________ F _________

Code number of problem:	Number of first choices:	Number of second choices:

Comments:

We would appreciate any comments you feel should be made about the nature of the class (for instance, does the class seem especially responsive as compared to other classes you have had), the class composition (for instance, is the class made up largely of students from one or two subject areas), or the reactions you obtained during class discussion of the problem.

Teacher's Directions

You will be given a number of descriptions of problems that might occur in school, in and out of the classroom. Some of these "thumbnail descriptions will serve as the basis for a series of problem-centered films for use in training teachers. The problems have been selected, and the films will be designed, to relate to the field of educational psychology. However, we want them to be useful also in educational methods courses, practice teaching seminars, etc.

Making a film involves considerable expense, and we want to be reasonably sure that we eventually select problems that will make good films. We would appreciate your help in doing this. As a practicing teacher, you are in a position to help us judge the realism of the problems we have collected and described.

First we would like you to go through the fifteen problems and select any that seem to you to be unrealistic in some major way. By this, we mean that the problem description does not correspond to what "really goes on in the classroom." For example, the problem itself might not seem to you to be one that might happen, or similar to one that might happen. Or the teaching methods described might be inappropriate for the age level of the children described. Or the activities engaged in by the pupils might not be at all typical for the kind of classroom described.

Please make a note of the code number of any problems, then, that seem to you to be unrealistic in some major way. You may find none, one, or several that you think fit this category.

Second, we would like your suggestions about how these problem descriptions can be made more realistic.

Third, we will welcome any suggestions you have about problems that we have not included in the collection we have given you. You may feel that certain other common or important problems are faced by teachers and should be included in our collection. If so, please describe these as concretely as possible; we will appreciate your contributions.

Teacher's Reaction Blank

Grade and/or subject you teach ________________.

Number of years you have taught ________________.

A. Please write in the space below the code number of any problem, or problems, that you feel are unrealistic in some major way:

B. Please write in the space below and on the next page any suggestions you have about how these problems might be made more realistic. Be sure to list the code number or numbers of the problems on which you comment:

C. Please describe any important or common problems that we have not included, and that you feel should be included, in our collection:

Group:

_____Elementary

_____Secondary

Summary of Teachers' Responses to Film Survey

University ______________________________ Your Name ______________________________

List the grade levels or subjects taught, and years of experience of each teacher you interviewed. For instance, if a second-grade teacher has taught for three years, write 1. __2 - 3___.

1. ______________ 2. ______________ 3. ______________

Code number of problem:	Number of times selected as "unrealistic" in some major way:	Summary of teachers' criticisms and suggestions:

Code number (cont.):	Number (cont.)	Summary (cont.)

Comments:

We would appreciate any comments you feel should be made about teachers' reasons for selecting certain problems, suggestions about other problems not listed on the first page, etc.

Appendix III

Grids for Screening Problems

Following are two copies of "A Grid for Screening Problems"; this is our version of the grid outlined by L. O. Andrews at our September meeting. On the first grid, the total 60 problems used in the survey are entered in blue. On the second grid, the final 24 problems selected are entered in red. A few things about the grid should be explained. The columns are labeled according to certain general content areas in Educational Psychology. The problem situations are entered in these columns according to the content area, or areas, they seem to fit. Most of the problems could be classified in one of the eight content areas. However, several problems seemed to relate to more than one content area, and thus were entered in more than one column. This explains why the totals across the top of the columns do not add up to 24.

The rows in the grid are labelled according to descriptive information about each problem situation -- for example, the subject matter being taught in the problem situation, the grade level involved, etc. In one of these rows -- D. "Type of Problem" -- some problems were entered in several categories. For example, a problem that portrayed the teacher working both with a parent and an individual student was entered in both these categories. Thus, the totals for this row add up to more than 24. In rows B, C, and E the totals entered for each category add up to less than 24 because not all problem descriptions specified the subject being taught, the type of school, or the type of class or student involved. In row E. the term performance is used to describe ability or achievement or both.

Exhibit B

A Grid for Screening Problems

Content Areas in Educational Psychology

	TOTAL	Adjustment & Guidance 16 TOTAL	Classroom Management 8 TOTAL	Evaluation 8 TOTAL	Group Process and Relations 7 TOTAL	Indi Diff
A. Grade Levels:						
Primary	8	///	//			
Intermediate	13	𝍸	/	/		/
Junior H.S.	15	///	///	/	///	/
Senior H.S.	21	𝍸	//	////	////	/
B. Subjects:						
Reading	3			/		
Science & Math	2	//				
English & Spanish	9	//		/	///	
Physical Educ. & Shop	3	/				
Art	1		/			
Social Studies	8		/	///	//	/
C. Type of School:						
Lower Socio-Econ.	6	/				
Mixed Socio-Econ.	1				/	
Upper Socio-Econ.	4	/		/	/	
D. Type of Problem:						
Individual Student	30	𝍸 𝍸 //	𝍸 /	////	///	//
Class	15		//	/	////	//
Parent	5	𝍸				
Staff	12	//	/	///	//	
E. Type of Class or Student:						
High Performance	9	//	/	/		//
Low Performance	16	𝍸	/	////		/
Mixed or Average Performance	4	//			///	

A Grid for Screening Problems

ntent Areas in Educational Psychology

TAL	Evaluation 8 TOTAL	Group Process and Relations 7 TOTAL	Individual Differences 4 TOTAL	Learning and Methods 13 TOTAL	Motivation 11 TOTAL	Teacher Self-Appraisal 4 TOTAL
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Exhibit C

A Grid for Screening Problem

Content Areas in Educational Psychology

	TOTAL	Adjustment & Guidance 6 TOTAL	Classroom Management 1 TOTAL	Evaluation 3 TOTAL	Group Process and Relations 2 TOTAL	Ind Dif
A. Grade Levels:						
Primary	2			/		
Intermediate	7	///	/			
Junior H.S.	3	/			/	/
Senior H.S.	8	//		/	/	/
Unclassified	4					
B Subjects:						
Reading	2			/		
Science & Math	3	/				
English & Spanish	7	//		/	/	
Physical Educ. & Shop	1					
Art	0					
Social Studies	1					
C. Type of School:						
Lower Socio-Econ.	3					
Mixed Socio-Econ.	1					
Upper Socio-Econ.	1				/	
D. Type of Problem:						
Individual Student	12	///	/	//		/
Class	6				//	/
Parent	3	/				
Staff	6	/		/		
E. Type of Class or Student:						
High Performance	4	/				/
Low Performance	9	///		//		//
Mixed or Average Performance	1				/	

A Grid for Screening Problems

ontent Areas in Educational Psychology

TAL	Evaluation 3 TOTAL	Group Process and Relations 2 TOTAL	Individual Differences 3 TOTAL	Learning and Methods 6 TOTAL	Motivation 7 TOTAL	Teacher Self Appraisal 1 TOTAL
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Appendix IV

Summary of Teachers' Criticisms of Problems Used in Survey

Problem	Number of times criticized	
A-3	(1)	"Feels grade level not reali tic. Thinks something would have been sa d to the parents or done about the situation efore this."
A-5	(1)	"Most teachers do not reason that way."
	(1)	"Can't see the relationship etween neighborhood and reader. Also feels teacher would likely have a car so would d ive instead of walk."
	(1)	"Very good in that it is fa ly typical of disadvantaged youth in urban slum areas."
	(1)	"The problem is an essential one, but it seems strange that the walk through the neighborhood should bring this to the teacher's attention. The film should focus on what behavior in the classroom evidences disparity between home and school."
	(1)	"Sudden" realization is not realistic. Change to show how the pupils' comments about clothes worn by children in pictures and conferences with parents cause teacher to wonder about disparity between the world of her pupils and that of the children depicted in the materials used. This realization could be hastened or clinched by a walk through the neighborhood by the teacher in which she notices the absence of the family auto, boats, backyard barbeque facilities, etc. "

Problem	Number of times criticized	
A-8	(1)	"Fear that the college student will conclude that the plan and perhaps the entire program should be based on an 'interest' orientation, simply because of varied social behavior before class."
	(1)	"This problem is really 'overworked'. So much discussion in all education classes about 'adapting instruction to the individual."
A-9	(3)	"Doesn't feel teacher could really do anything about it at this late date."
	(2)	"Shouldn't place blame on one thing."
	(2)	"Doubtful that the drill method used by the boy's fourth grade teacher would be solely responsible for this problem. Possibly more closely related to way teacher treats students rather than the method of instruction."
	(1)	"Could one teacher discourage a child that much in a year?"
	(1)	"Cause of difficulty would likely be more complex than is described in episode."
A-10	(2)	"Fourth grade boy would not give an answer like this--'No one could hear her anyway.'"
	(2)	"The attention the teacher tried to give to the girl would have satisfied her attempt. Therefore, no discussion."

Problem	Number of times criticized	
A-15	(1)	"It is not clear if the child does this work on his own initiative or is forced by his parents. It would seem unrealistic if he does it on his own."
	(1)	"Believes below average child will not study this much or that parents would have such high aspirations for child."
	(1)	"In this one also, the teacher should do something, even if it is wrong."
A-16	(1)	"Several of the teachers questioned whether a teacher should be forced to make this decision. If such a decision need be made, should the criteria for selection be stipulated more precisely, leaving to the teacher the determination of the extent to which each child meets the criteria?"
	(2)	"Not clear what kind of special class - slow learner? behavior problem? Would not send "disobedient" child to slow learner class."
	(2)	"Too few schools provide classes for behavior problems; Teacher would more commonly initiate the referral, rather than be told he could refer one child."
	(2)	"Consideration of admission of child to special class should be 'team' decision."
	(1)	"Does not state what kind of special class is being formed."
	(2)	"More information should be given as to the type of 'special' class as now stated 'special' has no meaning."

Problem	Number of times criticized	
A-20	(1)	"Make the siblings a bit higher in achievement. Use I.Q. of 85."
	(1)	"Would compensation not appear on grade card?"
	(1)	"Not sure about reality of evaluation; the 'sweet, sensitive, enthusiastic child' is quite often evaluated on these traits rather than concrete achievement."
	(1)	"Unrealistic in that parent in this position would have been informed much earlier--particularly if she were 'room mother'. Suggest teacher might not wish to 'hurt' a good room mother's feelings. "
	(1)	"This one needs some evidence of the childs non-academic accomplishment."
A-27	(2)	"Children with extreme test stress in the absence of other behavioral problems are extremely rare."
	(1)	"Some teachers wondered why this one was included. Was it intended that the exam problem be the focus of the story, or a manifestation of a more general problem?"
A-28	(1)	"This episode needs additional information, particularly with regard to the school's promotion policies, the availability of special education services, etc. "
	(1)	"Could there really be a two year gap at the third grade level if the child had previously received good grades."

(A-28 con't on next page)

Problem	Number of times criticized	
	(2)	"Indicates that boy with 'average intelligence', 'doing well,' is 2 years behind in reading; even in small school, a 2-year lag is less than 'doing well' for a child of average intelligence."
A-7	(1)	"Situation is realistic except for last statement. The majority of schools have access to some special education services. At least help would be available for obtaining a hearing aid."
	(3)	"Feels it is possible to occur, but not as likely to happen as emotionally disturbed child in room."
		"Not too much discussion."
		"More likely to happen in small school district where facilities were not available."
A-30	(2)	"Could be blended into a single theme with #26."
		"Actual proof, evidence found, and source of information quoted should settle disagreement."

Problem	Number of times criticized	
B-2	(1)	"There should be some mention in the problem of the boy's future plans."
	(1)	"Be sure to get behavior patterns of boy. Especially his conversation with teacher, and pupils."
	(1)	"Question what is meant by teacher's pride. If it means teacher is taking credit for students' performance as an indication of her skill in teaching, this person believes this attitude is rare."
B-3	(3)	"Seldom would an entire class carry this belief."
	(1)	"Better than average would not repeat literature. Suggest emphasis be placed on materalistic value 'What good will it do me on the job' - 'Will this result in a promotion'. "
	(1)	"A better than average group would consider English and literature important. Suggestion: Change group level to average or below average."
	(2)	"Believes this situation sounds like an average or below average class rather than above average."
		"More needs to be known about the teacher: rapport with students - if rapport is high, class would not encourage isolation by smiling or laughing; more needs to be known about the reason for isolate's suddenly verbalizing a complaint."

Problem	Number of times criticized	
B-4	(2)	"More normal if grading too hard rather than too easy. Possible but not usual with a beginning teacher."
	(3)	"Curve system may be realistic but the stated rationale of 'to make them work harder' is unrealistic. It would be more realistic to have principal chat with the teacher and reflect criticism of fellow teachers rather than a direct criticism by colleagues."
	(1)	"Felt that most new H.S. teachers tend to grade low, rather than high."
	(4)	"Not likely to happen." "Never done." "Doesn't believe easy graders present a problem."
	(2)	"Teachers in school unrealistic--most teachers would offer guidance or advice to beginning teacher rather than "attacking her." "Students knowing that 'some students are going to fail' not good or true motivational technique."
B-8	(2)	"High school senior not likely to burst into tears."
	(1)	"More realistic if older brother or sister has been in school before and can be used by teachers and parents as comparison."
	(1)	"Also hard to duplicate in real life."
	(3)	"Seems like a guidance problem, not for the teacher." "More likely antagonism or defiance." "Change subject to girl if at this grade level; probably atypical for senior boy."

Problem	Number of times criticized	
B-12	(1)	"Most teachers are on the job to teach, not to make students burst into tears and be asked to leave the room."
	(1)	"Pressure approach is very good but this is complex enough to scatter the reactions unduly."
	(1)	"Quality of work in subjects other than English and math are important enough to be included in problem."
B-18	(1)	"Teacher trying to teach basic information would not allow class to stray into abstraction."
	(1)	"Shows teacher alternating from a too bookish to improbable practical illustrations without achieving a good balance between the academic and the practical."
B-20	(1)	"Not enough detail about revamping plans to criticize."
	(1)	"With a slight modification in wording of student's remark, this is realistic. It is difficult to change a 'do-nothing' situation to a dynamic one on an 'honor' basis."
	(1)	"Doubtful that a student would make the statement, 'The work in here does not seem challenging.' Change to show student telling another teacher that he could get out of social studies class to work on thus and so, because they never do anything anyway."

Problem	Number of times criticized	
B-22	(3)	"Find it difficult to believe that a college graduate who has prepared to be a teacher could react in this manner."
	(1)	"The idea of different sense of values is good. Change situation so teacher will not appear maladjusted."
	(2)	"This extreme type of behavior rarely occurs. Teacher is evidently maladjusted. Involvement in such an incident would not appear likely to most students of teacher education. Change script to depict teacher having a lack of understanding of lower class groups rather than being maladjusted."
	(1)	"Teachers who have had professional teaching courses should have learned that they must be above personal dislike for student."
B-23	(1)	"Not a common situation. Suggestion: Draw conclusion that increases value and broadens scope."
	(1)	"Lack of perception about such differences among siblings is fairly common. This might be a bit over-played, however. Boy would likely not gain much confidence in this manner."
	(2)	"Situation would rarely occur. The student's attainment of self-confidence under such conditions is highly unlikely. Could be changed to show how teacher's admonition of boy to achieve as well as his brother leads to dishonest practices on the boy's part."

Problem	Number of times criticized	
B-19	(1)	"Algebra teacher wouldn't really downgrade subject matter in woodworking class. Suggestion: Does 'after high school'plans of boy show reason for each teachers attitude?"
	(1)	"Unprofessionalism is a bit overdone--would not likely occur in a faculty meeting unless the algebra teacher were an ass."
	(1)	"One teacher, a math teacher, by the way, finds it hard to believe that anyone would behave as this math teacher did. The opinions might exist but not be expressed in these ways."
	(1)	"This person believes two teachers in the same school would understand value of each other's causes."
	(3)	"This open criticism of one's colleagues is rare. The setting for the algebra teacher's criticism of vocational courses would more realistically take place in the teacher's lounge. Portray incident so that criticism results from algebra teacher's lack of valid information concerning vocational courses."
B-25	(1)	"Problems often arise over treatment of controversial subject matter. Principal's handling of matter spoils this case, however."
	(1)	"Depicts unprofessional behavior of principal. A principal of a school would rarely pull such a stunt. A better episode depicting poor handling of controversial issues could be developed."
	(2)	"Teacher who is aware of student's socio-economic status should adjust lessons--low enough for understanding but high enough to give something to look up to."